

Research on the Construction of Piano Teaching System for Music Majors in Higher Normal Schools

Li Jin

Lingnan Normal University, Guangdong 524048, China

ABSTRACT. *Piano is one of the important courses of music major in normal universities. In recent years, China's piano art has prospered and developed, and a large number of outstanding piano players have pushed Chinese piano art to a new level of development. In the context of the prosperous development of piano art in China, normal universities should strengthen piano teaching in music majors, improve students' piano performance skills and artistic quality, and cultivate a large number of excellent musical talents for our country.*

KEYWORDS: *Music education, Piano teaching, Teaching system, System construction*

1. The main problems of piano teaching in higher normal music majors

At present, there are problems in the piano teaching system of some higher normal music majors in China, which are manifested by the single course facilities and teaching content, the old teaching methods, the imperfect teaching process, and the unreasonable teaching evaluation.

1.1 The Curriculum and Teaching Content Are Relatively Simple

At present, many music majors in normal colleges and universities offer piano courses with a two-year learning period. In terms of class schedule, there is usually only one piano lesson per week, which is far from meeting students' demand for piano learning[1]. From the third year of college, students majoring in music have been divided into different groups. Only a few students with excellent performance in piano examination have been given the opportunity to continue to learn piano. In terms of teaching content, fingering practice, scale practice, etudes, polyphonic music and music practice have always been the main contents of students' learning at all stages. In addition, there are almost no novel contents. It is difficult to improve the teaching quality due to the unitary curriculum and teaching content, which cannot arouse students' enthusiasm for learning.

1.2 The Teaching Method is Single

Teaching methods are the means and measures to achieve teaching objectives. At present, many piano teaching methods of music majors in normal universities are still based on explanation method, demonstration method and practice method. These teaching methods emphasize the dominant position of teachers and neglect the cultivation of students' learning initiative and innovation. At the same time, these teaching methods are easy to ignore the individual differences of students and fail to realize the development of all students. In the process of learning, students are in a passive learning position, and their learning needs and willingness are not expressed. In the long run, they tend to be bored to piano learning.

1.3 The Teaching Process is Imperfect

Piano teaching is a systematic and complex process. At present, piano teaching in many normal colleges and universities only focuses on practice, but ignores perception, understanding and improvement, which leads to students' lack of profound mastery of piano theoretical knowledge and skills and their inability to flexibly apply them. Therefore, they are always in the same level and unable to achieve better development[2]. The main reason for the imperfection of the teaching process is that the teachers have not made a good teaching plan before teaching, which leads to the blindness and randomness in the teaching process.

1.4 The Teaching Evaluation is Unreasonable

The teaching evaluation here refers to the teacher's evaluation of students' learning. In piano teaching, it is very important for teachers to evaluate students' learning situation on a regular or irregular basis, which can test their own teaching experience and deficiencies, and understand the improvement of students' piano theoretical knowledge reserve and performance level. At present, the evaluation of piano teaching in many music majors in normal universities is not reasonable, which is manifested in the one-sided content and single evaluation method.

2. The Construction Strategy of Piano Teaching System in Music Major of Normal University

In view of the above problems, this paper holds that the music teachers in normal universities should do the following to build a scientific piano teaching system.

2.1 Improve the Curriculum and Enrich the Teaching Content

Firstly, we should deal with the relationship between piano course and other music professional courses (including compulsory courses and elective courses) and build a complete curriculum system. At present, piano courses for music majors in normal universities should train students' research and practice ability in the aspect of "Chinese characteristics of piano performance" according to the current development status and trend of piano art in China. Teachers of music major should highlight the important position of piano art in the curriculum system of each academic year of music major, clarify the positive influence of piano art on the development of students' musical interests, hobbies, specialties and personalities, reasonably arrange the class hours of piano lessons, and try their best to meet students' demands for piano learning. Secondly, we should enrich the teaching content. On the basis of existing fingering practice, scale practice, polyphony music and music practice, teachers should increase the knowledge of biography of celebrities, appreciation of classic works, development of piano industry, piano stage practice, etc. In order to further improve the attractiveness of teaching content, teachers should seek inspiration from students' campus life and piano learning activities, such as taking students' piano photos or videos as teaching content.

2.2 Adopt Diversified Teaching Methods

In the piano teaching of music major in Normal University, teachers should take "cultivating students' initiative in learning" as the goal, and apply such teaching methods as discussion method, observation method, comparison method, appreciation method and public performance method, based on the application of explanation method, demonstration method and practice method. These teaching methods affirm the main position of students in teaching activities, and give the initiative of learning to students, which is conducive to stimulate students' enthusiasm and initiative in learning. Taking the discussion method as an example, this teaching method pays special attention to the communication and interaction between teachers and students, students and students, so that students can not only Master Piano knowledge, but also improve the ability of finding, analyzing and solving problems^[3]. At the same time, through discussion, students can understand their own disadvantages and classmates' advantages more clearly and improve their self-reflection ability. Then take the observation method as an example, the teacher asks students with high piano performance level to show their performance techniques to others, so that other students can gain learning experience in the process of observation. Observation method helps to cultivate students' sense of mutual help, so that they can set an example in the student community, and then use the power of example to promote their continuous progress.

2.3 Improve the Teaching Process

Before formal teaching, teachers should make a scientific and reasonable teaching plan and clarify the piano teaching process in combination with the school's talent training objectives, music professional education objectives and piano teaching syllabus. This paper holds that the piano teaching process can be divided into four processes: perception, understanding, practice, improvement and public performance. Perception means that teachers guide students to perceive piano knowledge. Teachers should try their best to mobilize students' multiple senses, such as visual perception of piano, music score and teacher demonstration; auditory perception of timbre, pitch, sound, melody, rhythm and harmony; tactile perception of stress when fingertips touch keys and

foot force when pedals touch[4]. Understanding is that teachers make students think about piano knowledge actively and form their own views on the basis of perception. During the teaching period, teachers should encourage students to ask more questions, discuss more and summarize more, not only to “know its nature”, but also to “know its reason”. Practice is an important means to test students’ theoretical application ability. Teachers should ask students to practice more, practice repeatedly, and form a correct dynamic stereotype as soon as possible, that is, “automation”. To improve is to guide students to explore piano knowledge, that is, to cultivate students’ spirit of excellence. Public performance can not only test students’ learning achievements, but also help students to accumulate stage performance experience and lay a foundation for future piano education career.

2.4 To Establish a Scientific Teaching Evaluation System

In terms of the evaluation method, teachers should attach importance to students’ self-evaluation and mutual evaluation in order to more comprehensively and objectively examine students’ learning results. During the teaching period, teachers should provide students with as many opportunities as possible for periodic self-assessment and mutual assessment. At the end of each semester, the teacher asks the students to have a summative self-assessment and mutual assessment. In terms of the content of evaluation, teachers should establish an evaluation system of “combining the points system in peacetime study with the exam results”. Teachers should set the students’ learning attitude, classroom behavior, homework completion and mutual assistance among students as learning points. After the final exam results come out, students’ final exam results will be combined with their learning points, and students’ learning results will be evaluated on this basis.

References

- [1] Ruan Qiao gang (2019). Reform of piano teaching system in normal universities under the background of “Internet plus”[J]. *Journal of Hubei Polytechnic University (HUMANITIES AND SOCIAL SCIENCES)*, vol.36, no.4, pp.79-82.
- [2] Wang Yan (2019). The implementation of piano group teaching method in Normal University [J]. *Contemporary music*, no.8, pp.41-42.
- [3] Zuo Li (2019). Research on the reform of piano teaching methods in normal universities[J]. *Theatre house*, no.3, pp.157-158.
- [4] Xu Jingjing (2019). Research on the reform of piano teaching curriculum system of music major in Normal University[J]. *Writers’ world*, no.22, pp.183,191