

Thinking about improving the quality of piano teaching in colleges and universities

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Abstract: *For current college music education majors, learning piano is not enough to improve their musical skills and proficiency, but more to cultivate and deepen their musical literacy. Timely recognition of such teaching and training goals requires college music majors to adjust their teaching methods and philosophy, improve their teaching quality and efficiency, and thus better help students achieve overall progress in comprehensive quality education.*

Keywords: *piano teaching; teaching mode; innovative ways*

1. Introduction

For colleges and universities, the education for students was previously based on skill development and practical application. Nevertheless, this teaching mode is no longer enough for piano students nowadays. It is more important to help students apply the professional knowledge they have learned to the practical process. This requires teachers to focus not only on improving students' musical skills but also on cultivating musical literacy and pursuing specialized and high-quality teaching.

2. Benefits of improving the teaching and quality of music piano majors in colleges and universities

Art students, especially music majors studying piano, should not only master extremely skillful and stable piano play skills, but more importantly, the understanding and interpretation of the musical meaning and artistic quality behind the music played on the piano. This ability requires that the music and piano majors in colleges and universities now fully realize that the education of music and piano students should no longer be limited to the mastery of knowledge and repeated proficiency of skills but should focus more on the improvement of students' artistic qualities. This is a relatively new type of teaching content, and the specific requirements can be extremely difficult to implement. But it is imperative to increase competitiveness by improving artistic literacy. The piano as an elegant expression of music, it requires not only a skilled performer but also an abstract understanding of the music, in order to perform the work perfectly. Therefore, it is not enough for teachers to master piano knowledge, but also to teach students how to understand piano music and how to interpret and express the process of music. This is something that traditional music education does not have, so it is necessary for colleges and universities to innovate the teaching mode to improve the effect of piano education from the root.

3. Ways to improve piano teaching in colleges and universities

3.1 Expanding and enriching the content of music teaching

In implementing students' education, the main thing is the composition of teaching content. Good teaching content can effectively enhance and improve students' artistic quality and playing ability.

3.1.1 The content of the teaching material depends on the characteristics of the student

For piano majors, everyone has a different playing ability and artistic quality. In order for each student to improve their playing skills to a high level, teachers need to be aware of the differences and characteristics of the students and select the teaching materials in a targeted way.

3.1.2 Strengthen the students' ability to play on stage

Nowadays, whether students are willing to perform on the stage or work in the academia, they will be required to play on the stage. This requirement is to test the student's proficiency and understanding of piano music. These tests can take the form of accompanying a song, dance or piece of music, composing a short piece of music, or working with a singer. Although there are various forms, the assessment of students is always based on musicianship and playing ability, so universities should pay full attention to it and increase the training and improvement of students' improvisation ability.

3.1.3 Deepen the appreciation training for piano music content class

At present, the training of piano students in universities mainly relies on some fixed repertoire. However, the number of repertoires is very limited, so a student can only master four or five piano pieces in a semester at most. This is not enough for the modern world, and it can result in students not being able to master the skills of piano playing fully. Therefore, there is a need to expand the range of teaching repertoire that piano majors can acquire in a timely manner, so that teachers can expose students to a wider range of piano repertoire and gain a comprehensive understanding of the skills and literacy required to play, thus better familiarizing and understanding the piano repertoire and improving their piano performance.

3.2 Innovation and reform of the teaching model

3.2.1 Organize seminars to better position the curriculum

Piano performance is nowadays more often taught and arranged as a specialized subject in colleges and universities. Although piano performance requires many playing skills and interpretations, the piano is more about students' piano understanding and musicianship, which is the key to a piano player's ability to perform well in a live setting. This is why colleges and universities need to teach piano majors to focus not only on the training of students' skills but also on improving students' awareness of accompaniment and musical perception in their playing. This process, combined with individualized arrangements for the students' characteristics, will help them effectively improve their piano playing.

3.2.2 Grouping of students

Nowadays, piano education in colleges and universities can be taught in groups according to the students' musicianship and playing level because the appropriate level of each student is different, some are high, and some are low. If we teach in the same way as before, the differences between students will be magnified, which will lead to significant conflicts. Therefore, it is necessary to implement group teaching to gradually reduce the gap between students and achieve the effect of expected progress by assessing and grouping students at the time of admission.

3.2.3 Group teaching combined with specific teaching

For the teaching method of the course, some students may be able to master 100% after one lesson, but some students are only slightly familiar with it, but not proficient. Therefore, to solve this problem, we need to identify such students after the class to give additional lectures to ensure that all students fully master each class.

3.2.4 Improve the assessment and evaluation mechanism for students

Students' assessment and evaluation mechanism should no longer be as rigid as it was before when they were only assessed on one or two fixed pieces of music, which can lead to many problems, such as incomplete assessment and too small a range. Therefore, the assessment of piano students can refer to the arrangement of primary and secondary school music teacher education qualification examination to improve the requirements for students in general and promote students to master the piano playing skills more proficiently and effectively.^[1]

4. Cultivating and protecting students' interest in piano learning

For college piano students, the ability to play the piano well seems to be a matter of grades and future careers, while it has absolutely nothing to do with their improvement and interest cultivation. This idea is incredibly wrong because, for these students, the piano they learn will accompany them for the rest of their lives, both as working life and as an expression of their emotions. Moreover, learning

the piano is a tedious process, which involves a lot of complex techniques and repetitions, and therefore requires long hours of practice and mastery. This is a challenging task for the curious student and requires great perseverance and patience to complete such an arduous practice journey. Albert Einstein once said that hobby is the best teacher. This is a specific way to overcome this dilemma, namely by cultivating and protecting the student's interest in piano playing and using this as the main driving force to encourage and motivate the student. This requires the teachers of the universities to fully realize the importance of the student's interest in piano interpretation, to protect and cultivate such interest in time, so that the student's learning process is not just a boring and repeated practice, but a career that they love to operate to the best of their ability. In this way, students will be more active in learning and connecting, and teachers will be more relaxed in teaching, thus improving the efficiency and quality of teaching.

5. Improve the level of classroom teaching in college piano majors

The first step in piano teaching is mastering some basic skills, mainly because the scope and methods involved in piano playing are too large: the piano keys have as many as 88 keys, which will require a huge range of lateral movements and the player's own observation. The second is that the player is not only playing a piece, but he or she needs to feel and integrate into the atmosphere of the scene, and to combine with all the other subvocal and harmonies to show the best results. Therefore, it is necessary for the teachers at colleges and universities to pay full attention to the combination and mastery of these two skills and help students achieve them.

The mode of teaching needs to be a combination of all three. This model includes group piano lessons, after-school specific lessons and group piano lessons. The combination of the three is based on the students' own characteristics and differences, minimizing the differences between them and achieving a consistent improvement in their piano playing. In group lessons, the students master the main content of the teacher's schedule, which includes the teaching of piano technique, the interpretation of the relevant repertoire and the improvement of artistic quality. However, this arrangement is limited by the time available in the classroom and some students may not be able to absorb the classroom knowledge fully, so some after-school tutoring is needed to help digest the difficult points and master the knowledge. The teacher can also communicate with the students after class to improve the communication and mutual understanding between teachers and students. The best way to teach for a comprehensive teaching arrangement is to separate students into small groups. In this way, all students can be placed in different classes according to their level and characteristics. In this way, the students in each class will have distinctive characteristics, and the teacher will be able to better focus on the characteristics of the class and personalize the teaching content. This also allows the students to learn more appropriate piano knowledge and alleviates any difficulties or problems that may arise during the learning process. In such groups, students have similar characteristics, so they can set up study groups to supervise and promote each other, as well as to present and criticize each other. With such an interactive teaching atmosphere, the class becomes more flexible and the students can master the piano knowledge better.^[2]

6. Highlight the status of students in piano teaching

With the development of the times, the teaching mode of piano classes in colleges and universities has gradually changed from closed teaching to open teaching. Open teaching has its irreplaceable advantages compared with traditional closed teaching. The main advantage of open teaching is that it allows students to develop comprehensively and without restrictions. In addition, open teaching focuses on highlighting the leading position of students, so that the students' perceptual and rational views can be improved simultaneously. Nowadays, the standard of talents is to have strong adaptability and rich creativity, so universities should change their strategy of cultivating talents and focus on cultivating new era excellent talents with solid adaptability and innovation. To do so, this requires us first to improve students' willpower. Piano learning is a physically and mentally demanding subject. Without a certain amount of willpower and determination, it is difficult to persevere in this difficult learning process. Therefore, colleges and universities should focus on cultivating students' mental and physical qualities. Secondly, colleges and universities should also pay attention to the cultivation of students' rational thinking. Although, piano learning is generally perceived as a discipline with rich sensual factors and an artistic discipline. But in fact, piano learning cannot be separated from the guiding role of rational thinking. Therefore, piano teachers in universities need to show students the sensual side of

the works and guide them on how to think about the problems with the theory of piano. Students should be able to analyze and solve problems. Finally, piano learning also requires a certain level of enlightenment. As we all know, piano lessons are an artistic discipline, which is characterized by many things that cannot be described in words and can only be learned by the student's perception. This is why some students learn quickly and some learn slowly, which is determined by the level of perception. Therefore, college teachers should also pay attention to the cultivation of students' perception, so that students can figure out and think about the meaning of a certain action by themselves.

7. Conclusions

The improvement of the quality of piano teaching in colleges and universities cannot be achieved without the thinking and research of every university teacher. In carrying out the reform of music education, we need to keep exploring in order to make a significant improvement in the quality of piano teaching in China.

References

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