

Piano Teaching in Colleges and Universities in the Environment of New Media

WEI QIANFANG

Department of Music of Education College, Longyan University

601774218@qq.com

ABSTRACT

With the comprehensive and rapid development of information technology, new media has become widely used in college education and teaching practice. The piano course is key and important in music education in colleges and universities. The study of piano courses will lay a strong foundation for college music students' future music learning path. However, students often have problems with low efficiency in practicing piano, often playing wrong notes, inaccurate rhythms, and difficulties in memorizing music during the learning process of piano courses. To better improve students' music literacy and comprehensively improve their piano skills, we must actively change the education and teaching methods of piano courses in colleges and universities, skillfully use new media technology, constantly enrich and expand the teaching methods of piano courses in colleges and universities, and better improve the teaching quality. With reference to the actual situation of piano teaching courses in colleges and universities, this study discusses the development of college curriculum teaching in the new media environment.

Keywords: course teaching; development new media environment; piano courses in colleges and universities

INTRODUCTION

The piano is a typical representative of idealized multi-part musical instruments and has the reputation of “king of musical instruments”. Since its introduction in China, the piano has achieved extensive dissemination and integrated development, injecting new vitality into the cause of music and art in China (Hedy, 2021). After a century of exploration and practice, Chinese piano education has formed a huge educational scale and trained a large number of music talents with international influence. In the early stage, the piano appeared in the music classroom as an accompaniment instrument. The teaching method is very simple. Then a cultural symbol, the piano instrument took root, germinated, and grew in the land of China. Gradually, colleges and universities have specialized in training high-end talents in music and art, such as professional art colleges and normal music colleges. In such teaching practice of piano courses, we should skillfully use new media technology to effectively promote the teaching reform, constantly optimize the curriculum system, comprehensively innovate teaching methods, and better improve the overall teaching quality of piano courses (Zhang, 2021). In the new media environment, students' learning methods have also changed in the main body of piano courses. Therefore, we must pay attention to adapting to the new media environment and fully promote the teaching reform and innovation of piano courses in colleges and universities.

HISTORICAL BACKGROUND OF PIANO TEACHING IN CHINA

In 1919, under the influence of the “May 4th” new culture movement, various music associations were established, such as the Music Research Association of Peking University and the Beijing Amy music club. Despite its limitations at that time, the piano teaching technology was a good start. These associations have laid the foundation for the popularization of piano education in China. At the same time, various professional music education institutions have been established in major cities from north to south. Although small in scale and simple in teaching equipment, these music institutions heralded the vigorous development

of piano education in China. In this period, the piano education mainly adopted the western teaching mode in terms of textbook selection and methods. The two teaching forms of professional and amateur piano education formed at that time are still in use today. Laying the foundation for the development of Chinese piano education, therefore, this period is an important historical stage in the history of Chinese piano education.

In the 1930s, many young pianists in China successively went abroad for further study. These young scholars widely learned from foreign piano playing technology and teaching experiences, thereby improving their piano skills. After returning home, they became an important force in piano teaching and made great contributions to China's piano education. In this period, the piano curriculum basically imitated the western model in the selection of teaching materials, methods, and modes. However, through exploration, a piano education model suitable for Chinese society gradually formed, which promoted the development of Chinese piano education. This period laid the foundation for the development of early piano education in China.

Since the founding of the People's Republic of China, several important music colleges have been established in China, such as Conservatory of music in Shenyang, Sichuan ,Wuhan Xi'an etc. Piano majors have been set up in these music colleges. At the same time, the music departments of art colleges across the country have successively opened Piano Majors, such as the Music Departments of Nanjing Art College, PLA Art College, Jilin Art College, and Shandong Art College. In addition, the music or art departments of normal universities all over the country have also set up piano majors. Thus, the decade and more after the founding of new China is a period of prosperity and development of piano education.

Since the reform and opening up, piano education has rapidly developed, which has also promoted the popularization of amateur piano education. In recent decades, with Lang Lang's growing influence in the international art field, a social phenomenon of "piano learning fever" has occurred in China. Parents have a strong interest in piano instruments, and a group of piano children have followed Lang Lang's childhood piano learning model. This phenomenon has indeed benefited and improved the national cultural quality, and has cultivated a large number of talents for all kinds of music colleges and universities. During this period, the teaching materials have increasingly enriched. Experts have not only studied the western piano education model but have also considered it their duty to explore oriental music and teach Chinese piano works.

ANALYSIS OF THE CURRENT SITUATION OF PIANO TEACHING IN COLLEGES AND UNIVERSITIES

THE TEXTBOOK CONTENT IS RELATIVELY OLD

Teaching materials support the teaching activities, which directly affect the effect. At present, the materials used in Piano Teaching in major domestic colleges and universities are still dominated by "Hanong" and "cherni" series and grade examination in music (Comeau et al., 2019). On the one hand, students are not taught according to their aptitude, and the unified teaching material content limits the improvement and development of their personal skills to a certain extent and hinders their learning. On the other hand, the difficulty of teaching materials is uneven, the actual learning level of students is not fully considered, and flexible application is lacking, which directly affects the teaching effect. In his journal, "The current situation and reform measures of professional basic piano course teaching in Colleges and universities", Hedy (2021) analyzes and discusses the current situation and reform measures, mainly reflected as follows: uneven learning level, non-reasonable contents of teaching materials, relatively old teaching methods, relatively insufficient strength of music teachers, and the

teaching arrangement cannot meet the needs of talent training. The reform measures refer to the use of multimedia and other innovative teaching methods.

THE TEACHING METHOD IS RELATIVELY SIMPLE

In colleges and universities, the traditional piano courses are mainly taught by words and deeds, then instilled and imitated. Teachers mainly adopt the spoon-feeding teaching method and students passively accept knowledge. To a certain extent, students mainly imitate learning and lack independent research, resulting in their poor autonomous learning ability and enthusiasm. Moreover, students tend to learn piano works with high difficulty for small tests and final exams. In the learning process, they rarely participate in stage practice and lack training for public performance. In his journal paper, “Advantages of multimedia piano teaching over traditional piano teaching”, Ren (2019) analyzed the current situation of piano teaching in art colleges and universities. He believed that, although the development direction and development mode are quite old, they are also commendable, breaking the old concept of indoctrination teaching to a certain extent and improving the teaching effect. At the same time, he analyzed the advantages of multimedia piano teaching, which are mainly reflected in teaching preparation and practice, and in classroom atmosphere.

On this basis, the traditional teaching of piano courses in colleges and universities can no longer meet the learning needs of modern students. Teaching methods must be updated in combination with current trends and become more diversified; otherwise, they are not conducive to the improvement of teaching quality and efficiency. College teachers in the new era need to innovate in combination with the characteristics of the times, combine the technology of new media, give full play to present advantages, constantly introduce new teaching methods, show the charm of art, achieve piano teaching objectives, and cultivate excellent piano talents. In view of these problems, the author believes that the application of new media is imperative and can considerably help piano teaching in colleges and universities.

THE ROLE OF NEW MEDIA TECHNOLOGY IN PIANO TEACHING IN COLLEGES AND UNIVERSITIES

In the practice of music teaching in colleges and universities, piano is a highly important content. To better improve the overall effectiveness and quality of piano teaching, we must rely on new media technology and actively promote the innovation and development of curriculum education and teaching (Chen, 2019). New media technology plays a very important role in the teaching reform of piano courses in colleges and universities. The traditional education and teaching methods have great disadvantages, such as relatively limited course content. In addition, several teachers rely more on the content of teaching materials, which not only limits the development of students' thinking to a great extent, but also affects students' cognitive vision. Therefore, current teachers must skillfully use new media technology to expand high-quality educational resources. For example, multimedia technology can be used to collect and integrate high-quality piano course courseware, play excellent teachers' classroom playing methods and teaching videos. In addition, relying on new media technology can provide students with the opportunity to fully show their talents. In the era of mobile Internet, smartphones have become a necessary facility for students. They can record their self-playing through mobile phones and submit the videos to teachers for review. Teachers can also use multimedia to display students' works, which can not only provide targeted teaching guidance but also improve students' cognitive interest to a great extent. Of course, teachers can also establish WeChat groups to guide students to share piano works through group chat, and exchange timely and relevant opinions and problems in piano course learning

PRINCIPLES OF PIANO TEACHING IN COLLEGES AND UNIVERSITIES UNDER THE NEW MEDIA ENVIRONMENT

In the teaching practices of piano courses in colleges and universities, the wide application of new media technology has not only changed the teaching methods to a great extent but also effectively optimized students' piano literacy (Ren, 2021). To better adapt to the development of a new media environment and actively promote the development and innovation of piano course teaching, we must rely on the scientific application principles to truly realize the in-depth and efficient integration of new media technology and college piano courses. First, we can adhere to the scientific principle of taking students as the foundation. In piano teaching, new media technology is an important teaching tool and means, which does not completely replace teachers' explanations and students' learning process. Therefore, teachers must grasp a certain degree, adhere to the principle and purpose of taking students as the center and serve them, and skillfully integrate piano courses with new media technology to prompt interaction and integration (Niu, 2017). In teaching practice, teachers must skillfully create a multimedia environment, closely combine the needs of curriculum teaching, pay attention to guiding students to think and explore actively, and constantly strengthen students' piano skills and performance ability. Second, adhere to the systematic and comprehensiveness principles. In the new media environment, several teachers often use new media to highlight the key and difficult points of piano courses to guide students to strengthen their cognition. This teaching method can improve students' learning effectiveness in the short term, but is also easy to separate the correlation between different knowledge points, and then affect students' thinking development. Therefore, in piano course teaching, we must fully follow the systematic and comprehensiveness principles. Teachers must consciously make teaching arrangements, guide students to construct systematic knowledge, clarify the learning context, and ensure the orderly promotion of piano teaching. Third, adhere to the principles of development and personality. To better promote the development of piano teaching, teachers must always combine development with personality in using new media technology. On the one hand, the so-called development entails teachers to pay attention to students' development and tap their potential by relying on new media technology. On the other hand, the so-called personality or individuality means that teachers must consider students' differentiated cognition, and thus use new media technology to set personalized learning tasks, and expand the resources for students.

DEVELOPMENT OF PIANO TEACHING IN COLLEGES AND UNIVERSITIES IN THE ENVIRONMENT OF NEW MEDIA

In teaching piano courses in colleges and universities, the wide application of new media technology and scientific development provides a broad development opportunity (Hou, 2019). At the same time, such application also considerably enriches and expands piano course education and teaching resources. To better promote the development of piano teaching, we must focus on the following aspects.

ACTIVELY PROMOTE THE INNOVATION OF EDUCATION AND TEACHING IDEAS

In teaching piano courses in colleges and universities, influenced by the traditional educational concept, several teachers focus on the strengthening teaching of piano theory and the mechanical skills training (Guo, 2020). In their opinion, relying on this solid theoretical teaching and planned piano playing training can considerably improve students' piano practical literacy. Undeniably, the implementation of this educational concept can indeed achieve high

teaching results. However, in the long term, this relatively mechanical and rigid teaching method faces difficulties in improving students' piano playing and music quality. Therefore, with the full implementation of the new curriculum reform and the new media environment, to really promote the development and reform of piano teaching, colleges and universities must comply with the current trends and actively carry out the innovation and reform of educational ideas. On the one hand, colleges and universities must guide teachers to actively and skillfully combine the characteristics of professional teaching with new media technology, and better improve the quality of curriculum teaching with using novel interactive teaching methods that students are interested and can participate in (Ebigbo et al., 2019). Several teachers' new media literacy is relatively low. In piano teaching, they are unwilling to try new things and do not invest energy in learning the application of new media technology. Therefore, the Education Management Department of colleges and universities must rely on systematic and comprehensive training and assessment, scientific and diversified teaching evaluation mechanism, and actively guide teachers to learn and make good use of new media technology to better serve the curriculum development. In addition, as the teaching guide of piano courses, teachers must also actively change their ideas, carry out education and teaching from the perspective and interest of students to better meet their development needs.

CREATE A SCIENTIFIC AND GOOD EDUCATION AND TEACHING ENVIRONMENT

In the teaching practice of piano courses in colleges and universities, a sound and good new media environment is not only an essential condition but also an important basis for improving and optimizing quality (Chen, 2020). Therefore, colleges and universities should pay attention to creating a scientific and good education and teaching environment. The practice has proven that piano teaching in the new media environment needs to be optimized from two aspects. On the one hand is the scientific optimization of the piano teaching environment, wherein we should constantly increase the proportion of practical learning and integrate this with theoretical teaching (Brown, 2019). Therefore, colleges and universities must increase capital investment, constantly optimize the furnishings and layout of piano rooms, scientifically purchase high-quality pianos, and create good opportunities for students to listen, experience, and practice. On the other hand, colleges and universities should also skillfully build a new media teaching platform, actively expand high-quality curriculum resources, seek the cooperation and support of other schools and teachers, and scientifically build a characteristic teaching system.

BUILD A RESOURCE DATABASE FOR AUTONOMOUS LEARNING

In teaching piano courses in colleges and universities, teachers should fully and comprehensively highlight the subjective position of students, and actively guide them to actively participate in learning practices. Therefore, colleges and universities can obtain high-quality piano video learning resources through sharing, purchases, and exchanges with the help of new media technology to actively build a piano learning resource database. Thus, teachers can guide students to actively participate in the practice of autonomous learning in combination with their own development needs. For example, to build an appreciation platform and skills competition, teachers can store high-quality music audio on the network or their own collections in the resource library for students to listen to and learn, provide teaching content, or formulate reward mechanism to encourage students to make more use of the platform for learning, increase communication and improve the teaching effect. In addition, through the competition platform, students may improve their learning enthusiasm and enhance their sense of achievement.

CONCLUSION

In the new media environment, to better promote the development and innovation of Piano Course Teaching in Colleges and universities, we must skillfully use and diversify the applications of new media technology, constantly enrich and improve resources, optimize the teaching quality as a whole, and promote the well-rounded growth and development of students.

REFERENCES

- Burrows, J., & Brown, J. (2019). Creating a tool to evaluate teaching materials for older beginner piano students through the lens of constructivism. *Austr. J. Music Educ.* 52, 33–45.
- Chen, F. (2020). Research on "one to many" teaching of the digital piano in Colleges and Universities Based on Network Environment -- taking music teaching in private colleges and universities as an example. *Liberal arts enthusiasts (education and teaching)*, (04).
- Chen, M. (2019). The impact of expatriates' cross-cultural adjustment on work stress and job involvement in the high-tech industry. *Front. Psychol.* 10, 2228.
- Comeau, G., Huta, V., Lu, Y., and Swirp, M. (2019). The Motivation for Learning Music (MLM) questionnaire: assessing children's and adolescents' autonomous motivation for learning a musical instrument. *Motiv. Emot.* 43, 705–718.
- Ebigbo, A., Mendel, R., Probst, A., Manzeneder, J., Souza, L. A., Papa, J. P., et al. (2019). Computer-aided diagnosis using deep learning in the evaluation of early oesophageal adenocarcinoma. *Gut* 68, 1143–1145.
- Hedy. (2021). Current situation and reform measures of professional basic piano teaching in Colleges and universities, *Drama House*, 111-35.
- Hou, K. (2019) Development of piano teaching in Colleges and Universities under the new media environment. *Northern music*, (12).
- Niu, B. (2017) Research on piano teaching in Colleges and universities from the perspective of new media -- Comment on research on piano teaching theory and practice. *News lovers*, (1).
- Ren, C. (2021) Advantages of multimedia piano teaching over traditional piano teaching. *Art Evaluation*, (03), 146-148.
- Wei, G. (2020). A Cutting Edge Method in Chinese Piano Education: the Xindi Applied Piano Pedagogy. *Higher Education Studies*, 10, (1).
- Zhang, A. (2021) Exploration of the Practical Teaching of the Artistic Thinking of Paper-cutting and the Basic Course of Formation. *Higher Education and Oriental Studies (HEOS)* 1(4), 78 – 84.

ABOUT THE AUTHOR

The author graduated from the National Conservatory of music in Salerno, Italy. Her main research interests are piano performance, piano education and piano accompaniment. She is now a piano teacher in the Music Department of the normal education college of Longyan University.