

Research on the Application of OBE Educational Concepts in the Field of Music Aesthetic Education--Taking Piano Education as an Example

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Abstract: aesthetic education is an important activity to improve students' comprehensive quality, and music has a distinct function of aesthetic education. The core of OBE education concept is to design curriculum around "learning output", including curriculum design, teaching content organization, selection of teaching methods, construction of teaching evaluation system, construction of teaching environment, etc. This paper first briefly expounds the basic connotation of OBE education concept, and then emphatically discusses the application status of OBE education concept in the field of piano aesthetic education in Chinese schools, especially the existing problems. Finally, corresponding countermeasures are put forward to solve these problems.

1. Introduction

In recent years, with the implementation of quality education in China, more and more schools will set up piano courses in music education. Piano has the aesthetic education of "king of musical instruments". Piano education can not only cultivate and improve students' piano playing ability, but also cultivate students' temperament and help them form perfect personality. However, from the present point of view, piano education in some schools in our country only pays attention to the development of students' piano performance ability when setting educational goals, and ignores the development of students' temperament and personality. This one-sided educational goal leads to the failure of school piano education to successfully achieve the goal of quality education. In view of this, this article takes the OBE education philosophy as the ideological guidance, and conducts a research on the current piano aesthetic education in our country's schools.

2. The Connotation of Obe Education Concept

OBE is the abbreviation of "Outcomes-based Education". We can understand OBE as an educational concept and as an educational model. Since the birth of OBE, many domestic scholars have conducted in-depth research on it. Although each scholar's interpretation of OBE is different, all scholars pay attention to one core, that is, "learning output". This kind of educational philosophy requires teachers to attach great importance to the content learned by students in the education process, rather than learning methods, learning time, and learning location.

Under the guidance of OBE's educational philosophy, teachers need to regard education as a

“process to realize students’ specific learning output”. If teachers want to ensure and improve the quality of education, they must achieve students’ specific learning output, otherwise any work done will be worthless. Teachers should develop curriculum design around “learning output”, including designing courses, organizing teaching content, selecting teaching methods, constructing a teaching evaluation system, and creating a teaching environment^[1]. It can be seen that OBE education emphasizes the driving and direction of “learning output” to curriculum design. In OBE education system, teachers must have a clear understanding of students’ experience and ability level in each learning stage, and then design the best education plan to ensure students to achieve these goals.

Educational activities under the OBE educational philosophy mainly include four links: one is to define learning output; the other is to achieve learning output; the third is to evaluate learning output; and the fourth is to use learning output. Teachers organize education work in accordance with the above four links, so that every student can obtain learning output^[2].

3. Application Status of Obe Education Concept in Piano Education Field

3.1 Define Learning Output (Clear Educational Goals)

Piano education is practical, which requires students to invest a lot of time and energy in skills and skills. This characteristic of piano education makes it easy for music teachers to pay attention to piano skills and skill training while ignoring the development of students’ temperament and personality when defining learning outputs (educational objectives). However, the purpose of music aesthetic education is to cultivate people with all-round development. Piano education, as one of the important ways of music aesthetic education, should also make the training of people with all-round development as its educational goal. Under the implementation of quality education, more and more schools in our country have upgraded the function status of piano education in aesthetic education. When defining learning output (piano education goals), they have transformed the previous “training professional piano talents” into “cultivating all-round development people”. There are differences between “training professional piano talents” and “training all-round development people”. The former focuses on students’ mastery and application of piano playing skills, while the latter not only pays attention to students’ mastery and application of piano playing skills, but also pays attention to the development of students’ temperament and personality, such as cultivating students’ ideological quality of loving the motherland, correct outlook on life, strong sense of responsibility, strong team cooperation ability and good psychological quality.

3.2 Achieve Learning Output (Choose Educational Experience)

In order to allow students to obtain the defined learning output as soon as possible, music teachers need to arrange educational content (course content) around the “learning output” and select educational strategies (teaching methods and teaching methods). In this way, these teaching elements are adapted to the “learning output” to the greatest extent^[3]. This process is essentially a process of music teachers’ reform of piano teaching mode. In recent years, China’s school piano teaching reform has achieved remarkable results, effectively promoting the piano teaching reform. In terms of education content, the current piano music education content mainly involves music basic knowledge and piano performance ability training. Among them, piano performance ability training is the main content of piano music education. According to the different objects of education, there are some differences in the content of piano education. The content of piano education in colleges is usually divided into 1-6 levels of difficulty, and each level of content includes mode scale, arpeggio, chord, polyphony, etude, large-scale music and so on. Music

theory content and piano performance content can exist independently, and can be integrated. In terms of educational strategies, the current piano teaching methods are still dominated by explanatory teaching method, demonstrative teaching method, practical teaching method and inquiry teaching method. Explanation teaching method focuses on the teaching of music theory content, focusing on one-to-many, which can teach music theory content to all students in a relatively short time. The demonstration teaching method focuses on the teaching of piano playing skills, with one-to-many as the main and one-to-one as a supplement. Practical teaching method uses piano performance or competition activities as a platform to consolidate and improve students' piano performance ability. Inquiry teaching method is that teachers use various inquiry questions to stimulate students' inquiry consciousness and innovation consciousness, and cultivate and improve their inquiry ability and innovation ability.

3.3 Evaluate Learning Output (Evaluate Educational Experience)

The evaluation of learning output under the OBE concept is based on learning output. It is a process by which music teachers measure learning output and give value judgments. The evaluation of learning output under the OBE concept can play a diagnostic and stimulating role in piano education, and help music teachers make scientific decisions on the focus of subsequent piano education work^[4]. At present, the assessment learning output in piano education in our country's schools is mainly the assessment of piano educators (music teachers) and piano education objects (students). The evaluation method is mainly summative evaluation. The evaluators are mainly music teachers and individual students, with music teacher evaluation as the main and student evaluation as a supplement.

3.4 Use Learning Output (Organize Educational Experience)

This is the final link of OBE education. Students master certain piano knowledge and skills by participating in piano education activities, and then use the piano knowledge and skills they have learned in daily piano performances or competition activities. For music teachers, it can indirectly promote the optimization of piano education curriculum design; for students, it can test their own learning output.

4. Suggestions on the Application of Obe Education Concept in the Field of Piano Education

4.1 Suggestions for Clarifying Learning Outcomes

When defining learning output, it is necessary to define piano education goals, curriculum goals, and talent training goals based on the characteristics of the piano curriculum and the needs of social development for the development of students' temperament and personality. Music teachers should fully grasp the learning progress of students, and adjust their educational goals according to their learning effects. In the process of students' learning, music teachers should help students make learning plans, encourage students to study independently, help students clear their learning ideas, and achieve the stage small goals step by step. Finally achieve the overall goal. Piano education objectives should be defined specifically, avoid ambiguity, and have operability.

4.2 Suggestions for Achieving Learning Outcomes

In terms of piano education content, it is necessary to further increase the content of piano culture education, and explore the ideological and political elements in this content, that is, give full

play to the moral education function of piano education. Secondly, it is necessary to further enhance the interest of piano music theory content. Music teachers should integrate the content that students are interested in into music theory content to increase the interest of the content, and improve students' enthusiasm and initiative in learning music theory content. Through learning Chinese piano works, students can improve their piano playing ability, but also improve their aesthetic ability of Chinese piano works, which is more helpful to promote their temperament and personality development. Finally, to further clarify the level of piano education content, it requires music teachers to arrange the most appropriate piano education content for students in strict accordance with their level. In terms of educational strategies, the OBE concept does not restrict teaching methods, but only emphasizes that music teachers should always pay attention to students' learning output when choosing teaching methods^[5]. At present, in addition to the commonly used explanatory teaching method, demonstration teaching method, practical teaching method and inquiry teaching method, music teachers can also use the network teaching method. This teaching method uses the Internet as a medium and has the characteristics of real-time, mass, openness, and sharing. It can break the limitations of traditional classroom teaching in time, space and the number of students, and at the same time, it can carry out one-to-one teaching more efficiently, thereby significantly improving teaching quality.

4.3 Suggestions for Evaluating Learning Outcomes

Evaluation of learning output is an important part of OBE education model. According to the current phenomenon of evaluation of learning output in piano education in our country, the following suggestions are put forward. Firstly, we should pay attention to the combination of formative evaluation and summative evaluation. Process assessment is to evaluate the performance of students in the course of piano learning. Compared with summative assessment, formative assessment is more closely related to students' learning output and can better reflect the quantity and quality of students' learning output. Secondly, it is necessary to further highlight the status of student assessment in the work of assessing learning output. Student evaluation is self-evaluation, which can improve students' self-cognition ability, help them self-reflection, self-summary, and realize self-development. Finally, it is necessary to adopt multiple and tiered evaluation standards, and the evaluation should emphasize the learning outcomes and students' learning progress to be achieved by students, rather than emphasizing the mutual comparison between students. In addition, music teachers should further improve their ability to use the evaluation results and be able to use the evaluation results to adjust educational goals, educational content, and educational strategies.

4.4 Suggestions for Using Learning Outputs

Music teachers should evaluate the results of learning output. Teachers should also focus on learning output goals and carefully analyze the experience and problems in piano education, especially problems^[6]. Music teachers should analyze the discovered problems from both subjective and objective perspectives, find out the main factors causing the problems, and then formulate scientific solutions. If the number of problems found is large and serious, the learning output can be revised or redefined.

5. Conclusion

The OBE educational philosophy is an educational philosophy oriented to learning output (learning results). This paper found through research that the OBE education concept has been

widely adopted in the piano education of our country's schools. And it has achieved remarkable results and improved the quality of piano talent training. However, some school music teachers are influenced and bound by the traditional education concept, and there are some problems in the OBE education process. In this regard, this paper believes that school music teachers should take students as the center, strengthen the cognition and understanding of "learning output" in the three dimensions of piano knowledge, ability and accomplishment, and then clarify the piano teaching objectives, arrange the teaching contents, select teaching methods and carry out teaching evaluation.

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