

# *The Difference of Piano Teaching between China and the United States from the Open Perspective and Its Enlightenment*

Yin Yu

*Hubei University of Science and Technology, Hubei, 437100, China*

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**Abstract:** Piano was first introduced to China from the West. With years of development, our country's piano art has also developed rapidly and has become one of the most important subjects of music majors in universities. Piano teaching in the United States is at the forefront of the world, and learning its educational philosophy can give some inspiration to the progress of piano education in our country. Due to differences in Chinese and American cultures and different living environments, it is necessary to explore educational methods suitable for Chinese characteristics in the process of learning.

## 1. Introduction

As an immigration country, the United States has a good integration of educational methods and educational concepts from various countries. Because musicians from all over the world have immigrated to the United States, the music industry in the United States has flourished. The piano education in our country and the United States are quite different in both methods and concepts. Based on the comparison of differences in piano teaching between China and the United States from an open perspective, we can explore educational methods that meet characteristics of our country and promote the development of piano art in China.

## 2. Differences in Piano Teaching between China and the United States

### 2.1 Difference in Educational Concepts

Affected by the examination-oriented education in our country, the piano education in China is still taught in a fixed teaching mode. It is mainly explained by the teacher and then imitated mechanically by students. This rigid teaching model makes it difficult for our country's piano education to innovate and develop. Under the influence of this learning style, most students are likely copy their teacher, and in the long run, they will gradually lose their creativity in learning. Piano teaching in the United States, however, is quite different. In the United States, teachers often pay more attention to the individualized cultivation of students, encourage students to be creative and respect students' ideas. Based on this educational philosophy, piano teaching in the United

States is diversified, and its piano art has been well developed., Compared to piano teaching in the United States, our country's rigid educational philosophy limits the individualized development of students and has a negative impact on the development of our country's piano career to some extent. [2]

## **2.2 Difference in Teaching Goals**

In the teaching process, only clear teaching objectives can better carry out teaching work. At present, the main goal of the piano education in our country is to participate in the “grading test”, and students grow up in a utilitarian learning environment since they are exposed to piano. In the piano teaching, teachers often use students’ performance skills in piano competitions as a criterion for judging students’ pros and cons, and lack of recognition of students’ individuality. Parents and teachers are also blindly pursuing piano exam levels, and do not pay attention to students' interest in learning. Students in such a teaching environment often do not have strong interests in piano learning. At the same time, teachers used to emphasize the technical points required for grade examinations, often neglect students' expressions of music emotions and kill students' enthusiasm in the learning process, so that students are more likely to give up piano learning eventually. On the other hand, piano teaching in the United States is people-oriented, and the purpose of learning piano is only to improve quality as a part of daily life. Under this principle, most piano teaching in the United States is based on the wishes of the students, taking piano learning as a game, allowing students to express their emotions in music. Relatively speaking, piano teaching in China is like a production workshop where students will only imitate rigidly, while piano teaching in the United States is inclusive, and students are more interested in piano learning.

## **2.3 Difference in Teaching Methods**

For any subject, teaching methods have a direct impact on learning efficiency. Our country's piano education is lack of innovation, or mainly cramming education. This passive way of receiving knowledge will gradually wear away students' enthusiasm with learning time, leading to students losing interest in piano learning. Even some teachers require students to play in accordance with the teacher's playing style. Long-term mechanical imitation makes students unable to play their own initiative in learning, lack of their own personality. At the same time, teachers usually teach students with more traditional methods, and the lack of development leads to the short of broad vision for the students. The piano education in the United States adopts diversified teaching methods according to different students and different contents, which can greatly improve students' learning enthusiasm and stimulate students' interest in piano learning. Such as most utilized methods-The Suzuki method, Bastien piano basics, and the Clark, Faber, and Alfred methods-even though this certainly isn't a comprehensive list, you'll see that a variety of piano methods abound. Preferences vary between teachers. Different students respond better to different methods. With the help and guidance of teachers and knowing people's learning style, you'll be able to make an informed decision about which is best for your studies. [1]

## **3. Enlightenment from the Differences between Piano Teaching in China and the United States**

### **3.1 To Change the Traditional Education Idea**

Piano education in the United States is people-oriented, which requires teachers to pay attention to the cultivation of students' interests and hobbies in the teaching process, and connect piano with

life. These educational ideas need us to learn that making the piano no longer be a superior thing and become a part of students' daily life, gradually improving students' music literacy in life. Therefore, in the process of piano education in our country, we should break the original view of education, not blindly pursue the level of piano grade examination. The focus of learning is to cultivate students' interest in music, so as to combine piano with students' daily life and let students use piano to express their feelings and stimulate students' interest. In addition, we should avoid the limitations of traditional education methods and encourage students to innovate, such as broaden the repertoire of piano music to perform and practice.

### **3.2 To Adjust Teaching Objectives**

By analyzing and comparing the goals of piano education in China and the United States, we can see that American education is extremely inclusive, encouraging students to play their own strengths and personality, which has a great role in promoting the cause of piano education. The piano education in China is relatively utilitarian. It is mainly for the examination of grades. Students study for the examination of grades, which limits the development of students to a certain extent. In this regard, we must adjust the teaching objectives to develop our country's piano career, focus on cultivating students' musical quality, and strengthen the connection between piano and students' daily life, so that students feel the charm of piano and their interest in learning can be enhanced.

### **3.3 To Adopt Diversified Teaching Methods**

In the past teaching in our country, it is often in the form of teachers' teaching and students' imitation. This learning method can really improve students' piano skills in a short time, but it is easy to make students lose interest in piano learning. Therefore, in the teaching process, teachers should break the traditional teaching methods, integrate into a variety of teaching methods, and encourage students to play their strengths. According to different teaching situations, teachers can choose different teaching methods, such as discussion teaching, interest teaching and so on, so as to clarify the dominant position of students' learning and give full play to students' subjective initiative. Furthermore, we should teach students in accordance with their aptitude, flexible use of various teaching methods to improve students' interest in learning. In the process of practice, it should not limit the students to play, but enable students to play according to their own understanding, and the teacher gives advice to help students improve. Do not limit students to learn more music, and let the students choose and play according to their own interests. Because it's the repertoire chosen by students themselves, students will be able to concentrate more and study more seriously when practicing, so as to improve the teaching efficiency. [3]

### **3.4 To Enrich the Content of Piano Courses**

The courses in piano teaching in our country are relatively single, and most of the practice repertoires are based on traditional classics. The American piano course pays more attention to the diversification of teaching content and open teaching. Our country's piano education lacks training for modern repertoire, nor can it integrate piano with our country's culture. Therefore, the teaching content should be enriched in the teaching process to expand students' horizons and improve their piano performance ability. Only with a wealth of theoretical knowledge can we give full play to students' creativity and create their own music.

## **4. Conclusion**

It can be seen from the above that there is a big difference in piano teaching between China and the United States, lacking in the cultivation of students' own interest, and strong utilitarianism in the learning process. With the development of the times, we should change the traditional way of education, combine the requirements of the new curriculum reform, and change the traditional cramming education concept. In addition, we need to pay attention to the individualized development of students in teaching, and respect students' dominant position. And we should adopt a variety of teaching methods to enrich the content of teaching courses, expand students' horizons, and improve students' performance ability. So it is necessary to learn the advantages of piano teaching in the United States, create educational methods suitable for the characteristics of Chinese students, and promote the development of piano education in our country. [4]

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