

Research on Learning Strategies in Piano Classroom Teaching in Universities

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Abstract: This article takes learning strategies in piano classroom teaching in universities as the research object, and explores the problems and solutions in piano classroom teaching in universities through literature review and empirical research methods. Research has found that there are problems with single course content, traditional teaching methods, and low student participation in piano classroom teaching in universities. The application of learning strategies such as goal setting, learning methods and skills, teacher role transformation, teaching design optimization, and student self-directed learning promotion can effectively improve these problems. Future research can be improved and expanded by increasing the number and diversity of samples, adopting various research methods and methods, expanding research content, establishing a comprehensive teaching evaluation and feedback mechanism, and promoting students' autonomous learning and creative thinking. Through the research in this article, it can provide certain reference and reference for the improvement of piano classroom teaching in universities.

1. Introduction

1.1 Research background and significance

Piano classroom teaching in universities is an important component of music education and the main venue for piano learners to learn and improve their piano performance skills. However, there are many problems in reality, such as insufficient students' autonomous learning ability, mismatch between teaching content and students' needs, which leads to poor learning outcomes for students. The main purpose of teaching the fundamentals of piano is to develop students' visual acuity and help them comprehend and apply the principles of aesthetics. The teaching approach for beginning piano classes at various schools is still in its infancy and is deficient in every way.^[1] Therefore, studying how to apply learning strategies to optimize piano classroom teaching in universities is of great practical significance for improving students' learning effectiveness and music literacy.

At the same time, learning strategies, as a method of promoting students' autonomous learning, have been widely applied in teaching of various disciplines. However, research on the application of learning strategies in music education is still relatively weak. Therefore, this study aims to explore the application of learning strategies, optimization strategies, and empirical research in piano classroom teaching in universities, aiming to provide theoretical and practical references for the

improvement and innovation of piano classroom teaching in universities.

1.2 Research purpose and issues

The purpose of this study is to explore the application of learning strategies in piano classroom teaching in universities, analyze the current situation of piano students learning piano, propose methods and strategies for optimizing piano classroom teaching in universities by applying learning strategies, and conduct empirical research to explore the impact of applying learning strategies on students' learning outcomes. Specifically, this study mainly explores the following issues:

- (1) What are the common learning strategies in piano classroom teaching in universities?
- (2) What are the problems that piano students in universities face in their piano learning?
- (3) How is the application of learning strategies in piano classroom teaching in universities?
- (4) What are the methods and strategies for optimizing piano classroom teaching in universities by applying learning strategies?
- (5) How does the application of learning strategies affect the learning outcomes of piano students in universities?

2. Analysis of the Current Situation of Piano Classroom Teaching in Universities

2.1 The Characteristics of Piano Classroom Teaching in Universities

(1) High requirements for music literacy: Most students in piano classroom teaching in universities have a certain level of music literacy and require higher levels of piano playing skills and music expression abilities.

(2) Personalized teaching: Students have significant differences in personalization, requiring teachers to teach according to their aptitude and adopt different teaching methods and strategies to maximize students' learning outcomes.

(3) Combining performance skills with musical expression: Piano classroom teaching in universities requires students to master basic performance skills and possess high musical expression abilities, which requires teachers to adopt corresponding teaching strategies.

(4) Emphasis on practice and performance: The focus of piano classroom teaching in universities is on practice and performance, which requires students to gradually improve their performance skills and musical expression abilities through repeated practice and performance.

(5) The piano room environment is special: piano classroom teaching in universities needs to be conducted in the piano room, which is relatively closed. Teachers need to pay attention to issues such as air circulation and noise control to ensure teaching effectiveness and student health.

(6) Combining Art and Science: Piano performance is both an art and a science, requiring teachers to combine art and science to guide students to scientifically master performance techniques while also considering musical expression.

2.2 Problems in Piano Classroom Teaching in Universities

(1) The teaching content and methods are not diverse enough: some teachers may only focus on skill training and neglect the cultivation of musical expression, or only use traditional teaching methods, lacking innovation. Little is known about how these skills are acquired and developed in piano lessons and what the role is of elements such as concepts, technique, sonic outcomes, and bodily movements. [2]

(2) Inadequate satisfaction of students' personalized needs: Due to significant differences in students' personalization, some teachers may not be able to adopt personalized teaching strategies

based on their needs and characteristics.

(3) Insufficient performance opportunities: Performance is an important way for students to improve their performance skills and musical expression ability, but due to the lack of performance opportunities, some students are unable to demonstrate their level and expertise.

(4) Single assessment method: Some teachers may only use traditional assessment methods such as written and playing exams, lacking diversified assessment methods.

(5) Lack of appropriate teaching tools and equipment: Piano teaching in universities requires appropriate teaching tools and equipment, such as piano tuners, recording equipment, practice rooms, etc., but some schools may lack these resources.

(6) Poor piano room environment: Some piano rooms may have problems with their environment, such as loud noise and poor air circulation, which can affect students' learning outcomes and physical health.

2.3 The Application of Learning Strategies in Piano Classroom Teaching in Universities

(1) Goal setting: Teachers and students can jointly set learning goals, clarify the teaching focus and objectives of each classroom, and help students better understand and master knowledge.

(2) Feedback and Evaluation: Teachers can provide real-time feedback and evaluation of students' performance, helping them identify problems and correct errors in a timely manner. At the same time, teachers can also require students to provide feedback and evaluation to each other, helping students better understand their performance level and problems.

(3) Personalized teaching: Teachers can adopt different teaching methods and strategies based on students' characteristics and needs, such as through audio-visual materials, performance demonstrations, practice methods, etc., to help students better understand and master knowledge.

(4) Diversified teaching: Teachers can adopt various teaching methods and strategies, such as group discussions, performance competitions, piano art appreciation, etc., to enrich teaching content and form, and improve students' learning interest and enthusiasm.

(5) Performance opportunities: Teachers can organize students to participate in various performance activities, such as concerts, competitions, etc., providing more performance opportunities to help students showcase their skills and strengths.

(6) Teaching tools and equipment: Schools can provide suitable teaching tools and equipment, such as piano tuners, recording equipment, practice rooms, etc., to provide better teaching and learning environments for teachers and students.

3. Learning Strategies in Piano Classroom Teaching in Universities

3.1 Goal setting strategy

(1) Determine specific learning objectives: Teachers and students can jointly agree on the learning objectives for each classroom, clarifying the knowledge points and skills that students need to master, such as playing speed, music expression, etc.

(2) Establish evaluation criteria for achieving goals: Teachers can work with students to establish evaluation criteria for achieving goals, such as completing a piece of music, accurately expressing musical emotions, etc.

(3) Set reasonable time and steps: Teachers can set learning time and steps based on students' learning situation and progress, such as weekly practice time, teaching content for each class, etc.

(4) Provide necessary assistance and support: Teachers can provide students with necessary assistance and support during the learning process, such as providing guidance, problem-solving, etc., to help students achieve their learning goals smoothly.

3.2 Learning methods and skill strategies

(1) The practice method of combining listening, playing, reading, and singing: This method mainly involves four steps of practice to help students better understand and master music, improve their performance level and musical expression ability.

(2) Segmental practice method: This method mainly divides the music into several sections, practicing them in sections, gradually increasing the difficulty and speed, in order to achieve a complete performance effect.

(3) Memory skills: This strategy mainly uses some memory skills, such as writing music memorization formulas, emphasizing emotional expression of the music, etc., to help students better remember and understand the music.

(4) Reflection and self-assessment: This strategy mainly encourages students to reflect and self-assess during the learning and practice process, in order to identify and solve problems, improve learning effectiveness and quality.

4. An Empirical Study on Learning Strategies in Piano Classroom Teaching in Universities

4.1 Research objects and methods

(1) Research object: This study focuses on first-year to fourth year students majoring in piano and minor majors at the School of Music and Dance at Huaqiao University.

(2) Research Method: This study will use questionnaire surveys and interviews to collect data. Firstly, 100 students were randomly selected to use a questionnaire survey to collect their application of learning strategies and feedback in piano learning. Secondly, interviews will be conducted on a portion of the samples to delve into the strategies they have adopted in the learning process, their effectiveness, and difficulties. Finally, the data will be analyzed and summarized to draw research conclusions.

4.2 Research results and analysis

(1) Goal setting strategy: Most students use goal setting strategies in piano learning, but the problems of unclear goal setting, low specificity, and operability still exist. Teachers should guide students to develop clear and specific learning goals based on their own situation, and help students develop feasible implementation plans.

(2) Learning methods and skill strategies: Students use a variety of learning methods and skill strategies in piano learning, with the practice method of combining listening, playing, reading, and singing being the most commonly used strategy. However, in practical practice, some students lack scientific and effective practice methods, resulting in poor learning outcomes. Teachers should guide students to adopt effective learning methods and skill strategies in a targeted manner based on their actual situation.

(3) Emotional regulation strategies: Emotional regulation strategies are widely used among students, including emotional self-regulation, positive mental attitude training, etc. However, some students encounter difficulties in the learning process, and their emotional adjustment is not timely and appropriate, which affects the learning effect. Therefore, teachers should focus on cultivating students' emotional regulation ability in piano classroom teaching, helping them better cope with setbacks and difficulties.

In summary, the application of learning strategies in piano classroom teaching in universities is good, but there are still shortcomings. Teachers should guide and assist students in formulating effective learning strategies tailored to their actual situations and needs, in order to improve their

learning efficiency and quality. At the same time, students also need to pay attention to their own learning process and effectiveness, actively explore and try effective learning strategies, in order to better improve their piano performance level.

5. Teaching Strategies for Learning Strategies in Piano Classroom Teaching in Universities

5.1 The Transformation of Teacher's Role

In piano classroom teaching in universities, the transformation of the teacher's role is very important, as it can directly affect the learning effectiveness and experience of students. The traditional role of a teacher is mainly to explain, demonstrate, and guide. The teacher plays a leading role in the teaching process, while the students play a passive role in receiving. However, modern educational concepts believe that teachers should play more roles as guides and collaborators, helping students actively explore and discover knowledge, unleashing their potential, and cultivating their creativity and independent thinking abilities. Specifically, the transformation of teacher roles in piano classroom teaching in universities includes the following aspects:

(1) Student center: Teachers should pay more attention to students' needs and interests, and provide personalized teaching services from the perspective of students. Teachers should respect students' learning and thinking styles, listen to their opinions and suggestions, and help them explore and learn independently.

(2) Guidance and inspiration: Teachers should strive to encourage students to actively participate in piano learning and guide them to learn through self-directed discovery and practice. Teachers should encourage students to try new piano playing techniques and styles, inspire students to think and innovate, and cultivate their creativity and independent thinking ability. The research results show that teacher encouragement can stimulate the subjective initiative of students and make them perform better in piano learning.^[3]

(3) Collaboration and interaction: Teachers should establish good interaction and collaborative relationships with students to promote communication and cooperation between teachers and students. Teachers should encourage mutual communication and cooperation among students, and promote interaction and learning among students.

Reflection and adjustment: Teachers should constantly reflect and adjust their teaching methods and strategies, adjust teaching methods and content according to the actual situation and needs of students, and improve teaching quality and effectiveness.

In short, teachers play a very important role in piano classroom teaching in universities, and the transformation of teachers' roles is crucial for improving students' learning effectiveness and experience. Teachers should constantly learn and explore new teaching methods and strategies, adapt to the development of the times and the needs of students, and improve their teaching level and abilities.

5.2 Optimization of instructional design

(1) Personalized teaching design based on students' actual situation and needs. Different students have different learning styles and needs. Teachers should fully understand students' learning characteristics and levels, and design teaching plans suitable for different students based on their actual situations and needs.

(2) Design teaching based on piano textbooks and teaching objectives. Piano textbooks are important tools for piano classroom teaching, and teachers should design appropriate teaching plans and curriculum plans based on the content and objectives of the textbooks.

(3) Introduce multimedia teaching methods to enhance teaching effectiveness. Multimedia

teaching methods can help students better understand and master piano knowledge and skills. Teachers can combine teaching content and use multimedia teaching methods such as projection, video, audio, etc. to enhance teaching effectiveness.

(4) Adopting interactive teaching methods to enhance students' participation and enthusiasm. Interactive teaching methods can stimulate students' interest and enthusiasm in learning, and improve their participation and enthusiasm. Teachers can use methods such as group discussions, interactive Q&A, and situational simulations to guide students to actively participate in teaching activities.

(5) Combining practical teaching to improve students' application abilities. Piano performance is a highly practical subject, and teachers should combine practical teaching to help students master piano performance skills and application abilities. Teachers can organize students to participate in piano competitions, concerts, and other activities to improve their practical abilities and comprehensive qualities.

5.3 The Promotion of Students' Autonomous Learning

(1) Establish a reasonable learning environment to stimulate students' interest in learning. Teachers should provide students with a relaxed, positive, and creative learning environment, stimulate their interest and enthusiasm in learning, and encourage them to learn independently.

(2) Provide students with sufficient autonomy and decision-making power. Teachers should encourage students to exercise initiative and creativity in the learning process, giving them sufficient autonomy and decision-making power to choose suitable learning content and methods based on their interests and needs.

(3) Help students develop reasonable learning plans and goals. Teachers can guide students to develop reasonable learning plans and goals, help students plan their learning time and content according to their actual situation and needs, and achieve the effect of self-directed learning. Provide necessary learning resources and support. Teachers can provide students with necessary learning resources and support, such as reference books, learning websites, learning tools, etc., to help them better carry out self-directed learning.

(4) Encourage students to conduct self-evaluation and reflection. In the process of students' autonomous learning, the role of self-evaluation and reflection should be fully utilized. Teachers can guide students to self-evaluation and reflection through methods such as Q&A, group discussion, and homework writing, and promptly identify their shortcomings and improvement directions.

6. Conclusion and outlook

6.1 Research Conclusion

In piano classroom teaching in universities, teachers should flexibly apply various learning strategies based on the different characteristics and needs of students to improve the effectiveness of classroom teaching. This study found that goal setting strategies, learning methods and skills strategies, and the promotion of students' autonomous learning are three commonly used learning strategies in piano classroom teaching in universities.

Through goal setting strategies, teachers can help students clearly formulate learning goals and plans, thereby improving learning effectiveness and initiative; Through learning methods and skill strategies, teachers can help students master effective learning methods and skills, improve learning efficiency and self-confidence; Through the promotion of students' autonomous learning, teachers can help students cultivate independent and creative thinking abilities, improve self-management and learning abilities.

In addition, the transformation of the role of teachers and the optimization of teaching design are also key to achieving the effectiveness of piano classroom teaching in universities. Teachers should transform from traditional knowledge imparters to learning guides and providers of learning resources, creating a positive, creative, and independent learning environment and atmosphere for students. The optimization of teaching design needs to conform to students' cognitive characteristics and interests, guide students to actively participate in learning, and cultivate their creativity and innovative spirit.

In short, by flexibly applying different learning strategies, teachers can improve the effectiveness of piano classroom teaching in universities and promote students' learning and development.

6.2 Research limitations and deficiencies

(1) Limitations of sample selection: This study adopted a convenient sampling method and selected piano classrooms from several universities for investigation and analysis. Although these schools cover different regions and types, the sample size is still small and cannot represent the entire piano classroom teaching situation in universities.

(2) The singularity of research methods: This study adopts questionnaire survey and case analysis methods. Although certain data and information can be obtained, there are still some subjectivity and limitations. Subsequent research can adopt various research methods and means, such as on-site observation, interviews, etc., to obtain more comprehensive and objective information.

(3) The universality of research conclusions: The conclusion of this study is based on the current situation of piano classroom teaching in universities, but there are differences in teaching environment, student group, and teacher level, etc. Therefore, the universality of research conclusions needs further verification and exploration.

(4) Limitations of research content: This study mainly focuses on learning strategies, but there are many problems and challenges in piano classroom teaching in universities, such as teaching quality evaluation, classroom management, etc. Subsequent research can further explore these problems and propose solutions.

In summary, this study still needs to be improved and further explored. Future research can improve and expand on sample selection, research methods, and research content, in order to explore the problems and solutions of piano classroom teaching in universities in a more comprehensive, in-depth, and objective manner.

6.3 Research Prospects and Recommendations

(1) Increase sample size and diversification: In terms of sample selection, future research can adopt a diversified approach, selecting more universities, regions, and student groups for research, in order to obtain more comprehensive and objective data and information.

(2) Adopting multiple research methods and means: In terms of research methods, future research can adopt various methods and means, such as on-site observation, interviews, experiments, etc., to obtain more accurate and comprehensive information, and can conduct cross validation and comparative analysis.

(3) Expansion of research content: Future research can expand its focus to a wider range of fields, such as teaching quality assessment, teaching effectiveness analysis, classroom management, etc., in order to explore more in-depth problems and propose more effective solutions.

(4) Establish a comprehensive teaching evaluation and feedback mechanism: In actual teaching, teachers can establish a comprehensive teaching evaluation and feedback mechanism to timely understand students' learning situation and feedback, adjust teaching strategies and methods, and

improve teaching effectiveness.

(5) Promoting students' self-directed learning and creative thinking: In teaching design, teachers can guide students to actively participate in the classroom, improve their self-directed learning and creative thinking abilities, and cultivate students' piano skills and music literacy.

Finally, future research can continue to delve into the problems and solutions in piano classroom teaching in universities, in order to improve teaching quality and students' learning outcomes. At the same time, teachers can actively explore and practice teaching strategies and methods, continuously improving their teaching level and abilities.

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