

Necessity and Countermeasures of Piano Teaching Reform for Music Majors in Colleges and Universities

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ABSTRACT. Under the influence of the new curriculum concept, the overall level of piano education in music majors in colleges and universities is in a continuous improvement stage. In order to better highlight the effectiveness of piano classroom teaching in music majors in colleges and universities, teachers need to constantly adjust and optimize the teaching mode, especially adjust the classroom teaching strategies according to the students' learning conditions and learning enthusiasm. While improving the students' thinking activity, teachers should better guide students to learn and realize the cultivation of innovative ability. Based on the present situation and problems of piano education in music majors in colleges and universities, this work first analyzed the necessity of this education reform. On the basis of the above, this work then combined with practical experience, deeply studied the principles, models and methods of piano teaching, and finally integrated people-oriented and cooperative inquiry into the teaching process, so as to realize the overall optimization of piano education for music majors in colleges and universities, and provide the corresponding reference for the reform of piano education.

KEYWORDS: Music major, Piano teaching, Reform, Necessity, Measures

1. Introduction

The continuous reform of education has played a great role in promoting the development and progress of China. Nowadays, the piano teaching method of music major in colleges and universities can not meet the current educational needs, which also has a certain impact on students' own development and potential development as well as the improvement of their overall quality. In order to improve the present situation of education in China, colleges and universities in China are gradually innovating independently, and constantly improving this system. Colleges and universities take the cultivation of talents as the focus of piano teaching by virtue of the modern society's demand for talents and the way of contemporary education [1]. It is necessary to set a teaching model that meets the social needs and training objectives, and comprehensively improve students' subjective initiative in piano learning, so as to ensure that students can better perceive piano knowledge and music connotation in diversified teaching and lay a solid foundation for students' skill training and quality training.

2. Necessity of Piano Teaching Reform of Music Majors in Colleges and Universities

Music can not only make students have a wonderful unique temperament, but also cultivate sentiment, so that students can relax with music. As a typical musical medium, piano also has a great influence on students' future development. Under this background, it is very important to develop piano teaching for music majors in colleges and universities in China. At present, college students are basically the post-90s generation, and different individuals have great differences in understanding and piano foundation. Therefore, adopting the traditional piano teaching mode may bring some influence to the teaching process, which will not only result in the ineffective use of teaching resources, but also hinder students' learning of piano skills. Although piano education of music majors in colleges and universities in China has made some achievements in the present situation, there are also many problems in its teaching, which are mainly manifested in three aspects [2]:

First, the purpose of teaching is inaccurate. The purpose of piano teaching in music majors in colleges and universities is to make students realize their own development and have a better future, focusing on the development of students' own personality and the improvement of students' comprehensive quality. However, due to the lack of specific goals in the teaching process, teachers cannot have a deeper understanding of students themselves and neglect the development of students' potential. Second, the teaching concept is backward. Most of the teachers in piano teaching in colleges and universities are students majoring in music. However, due to the lack of educational skills and concepts,

they only focus on the teaching of piano skills in a one-sided way. As a result, the students trained by teachers lack their own characteristics and are all in the same key. Third, the teaching content of teachers is unitary because most of them are from music colleges and universities. In the teaching process, many teachers can only teach students in their own way, which leads to the very unitary teaching content and the method is not easy to be accepted by students.

Under the background of the new educational situation, how to speed up the construction of piano teaching and make it better meet the needs and development of students has become the most important part of music education in colleges and universities. Therefore, colleges and universities should constantly improve and innovate teaching links, strengthen and constantly promote the reform of piano teaching, provide students with a better piano teaching environment, so as to improve students' knowledge and ability level, and lay a solid foundation for them to step into the competitive talent market.

3. Analysis on Reform Measures of Piano Teaching in Music Majors in Colleges and Universities

3.1 Reform of Teaching Concepts

The main purpose of piano education in music majors in colleges and universities is to cultivate students' individualized development and improve their overall quality, which requires teachers to carry out teaching plans very strictly and pay more attention to their own abilities [3]. In the course of teaching, teachers should pay attention to the core of the above ideas, collect a lot of materials in advance to prepare for the teaching, and combine piano teaching with other literary knowledge, dance courses and drama appreciation accordingly, which can attract students' interest and improve their ability to absorb what they have learned. It can also expand students' horizons through the teaching of these related courses.

At the same time, in the piano teaching reform of music majors in colleges and universities, teachers should also provide students with the most practical basic techniques and means conducive to the future teaching of students and improving students' teaching ability and level, so that students can put what they have learned into practice. It is necessary to adjust the curriculum according to the different foundation of students. Teachers should comprehensively analyze the characteristics and needs of students, take students as the basis, give full play to students' subjective initiative in the process of piano teaching, and enable them to participate actively in the teaching process.

3.2 Reform of the Teaching Model

The piano teaching of music majors in colleges and universities has its particularity. It is a kind of teaching based on the premise of training and improving students' skills, which can be carried out reasonably according to the hierarchical-collective mode:

First, hierarchical mode. This mode is aimed at some students who have studied the piano but have a weak foundation. According to the students' piano foundation, hierarchical and grouped teaching can be conducted. These students can have classes in electrical piano classroom. Since the piano foundation of students in the same group is basically on the same level, it is conducive to the interaction and learning between students.

Second, collective mode. Students who have no piano foundation adopt the teaching mode of group class. This kind of students are mainly those who are not admitted to the musical instrument test. Since they have no experience with the piano, they can only start from the initial method of hand playing, reading music and fingering in class.

3.3 Reform of Teaching Methods

In the reform of piano teaching for music majors in colleges and universities, it is necessary to change the single learning of traditional piano teaching, such as intensive music, etudes and finger training, and it is also important to expand the training of visual and accompaniment, and strengthen the "trios" training of students' piano, so that students can use and master internalization flexibly.

First, teaching of sight-playing. Sight-playing is an extremely important ability for a student majoring in musicology. It directly affects the students' learning progress and the application of piano as a teaching tool in teaching. Therefore, in piano teaching, each lesson should be suitable for the students' own ability, and the spectrum of sight-playing should be simple and easy to control, including eight to sixteen sections. In the process of playing, students are required to play slowly and confidently, try not to repeat in the same place, and those who are not sure would rather stop to watch and then play, so as to avoid the phenomenon of "stuttering" playing. Through intensive training in undergraduate stage, and with the accumulation of time, students' ability of sight-playing will be greatly improved at graduation.

Second, performance training. The piano foundation and training goal of music major students in colleges and universities determine that there is no need to play deep, difficult and long tracks in piano teaching. In teaching, teachers should strengthen students' basic skills training based on students' foundation and training goals, including scale, arpeggios, and chord exercises. This content is mainly to train students' finger independence, sensitivity, strength control, touch key, speed and so on. For students with a weak piano foundation, two octaves should be enough; for those with a certain piano foundation, training in third and sixth octaves and short arpeggio can be increased. The basic skills should be practiced with strength and speed, which should not be overdone. It is better to have a small amount but a high quality, otherwise there will be quantity but no quality.

Third, accompaniment cooperation. Students' impromptu accompaniment ability is a process that needs long-term continuous learning and accumulation. The guidance of piano teaching in musicology undergraduate major should be to cultivate basic and universal music educators. When students graduate, their ability of piano accompaniment should basically achieve the correct use of the harmony function and smoothly accompany songs [4]. Therefore, it is very important to familiarize students with the keyboard position of the three chords. Teachers should actively ask students to do more shifting exercises when it comes to the simple accompaniment of a song, speed up the students' mastery of the song accompaniment and familiarity with the keyboard position, and solve some technical obstacles for the cultivation of students' self-playing and self-singing ability.

Fourth, connotation penetration. Teachers should make full use of multimedia means, make full use of film and television materials or animation materials in teaching [5]. For one thing, it can improve students' enthusiasm for learning, deepen their memory of the overall outline of their works; for another, it also improves students' understanding of works and history, their ability to understand works, and their humanistic cultivation, which is complementary to the performance connotation of musical works, and at the same time, it also improves students' mastery of piano course performance skills.

4. Summary

The piano teaching of music majors in colleges and universities is difficult. Teachers need to constantly adjust and optimize the teaching strategies, highlight the practical teaching value in the teaching process, improve the students' problem analysis ability with the help of interesting and enlightening teaching strategies, and better stimulate the students' enthusiasm for participation. This has a significant role in promoting students' piano thinking, awareness and ability. In specific teaching, teachers need to attach great importance to the design and guidance of classroom teaching, pay attention to the reform of teaching ideas, teaching models and teaching methods, and integrate new elements, new technologies and new training, so that students can really participate in the piano teaching process of music majors in colleges and universities, and improve their piano performance level and core music literacy in learning.

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