

# Analysis of Development Status on Mixed Teaching of Piano Courses in Chinese Local Undergraduate Universities

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## Abstracts

Influenced by the global COVID-19 epidemic, piano teaching in China has gradually formed a mixed online and offline teaching mode, which is a new teaching change. This article from the perspective of Chinese local piano teaching, the one-year of piano teaching from characteristic, highlights, performance three dimensions and multiple support has carried on the comprehensive analysis, proved that the piano in China local undergraduate universities teaching combined with subject characteristics, science systematically to students "Mixed" innovative thinking ability cultivation is necessary and feasible. With the continuous in-depth research and work of this topic, the piano online and offline mixed teaching reform has become more effective.

**Keywords:** Analysis of Development; Mixed Teaching; Piano Courses; Chinese Local Undergraduate Universities

## Introduction

Due to the global impact of COVID-19, China has launched a large-scale online piano teaching in response to the epidemic. With the end of the epidemic, piano lessons have more often returned to the norm of offline teaching. However, the various teaching resources and teaching methods accumulated by online teaching during the epidemic period still have a great impact on our piano class teaching. Since these resources have greatly enriched the teaching content and form of our piano course, it is very necessary to carefully review and sort out this form of teaching, which will have a profound impact on the mixed online and offline teaching of this course in the future.

This year, the Music Department of Art College of Taishan University in Shandong Province, China, launched the innovative reform and practice of "online and offline mixed teaching" on the curriculum system in the piano Teaching and Research Section. The teaching and research activities mainly rely on the Fan-Ya Superstar platform as the teaching and practice carrier, and has achieved certain teaching results, and gradually formed a certain characteristics of curriculum construction. Now the mixed piano teaching in the actual teaching implementation of the Characteristic, Highlights, and Performance of three aspects to comb and summary.

### Characteristic of Mixed Teaching in Piano Course

The piano course is an artistic, technical and practical course, which emphasizes the initiative and creativity of students in piano learning, the cultivation of students' interests and hobbies in music learning, and the comprehensive application of a variety of teaching methods and the adoption of modern teaching methods. As an excellent piano teacher, he must learn from a high school and have a high art appreciation ability and artistic accomplishment. Only in this way can he guide students to find the beauty in art works and life, and guide them to feel and create beauty (Li, 2021).

"Mixed teaching" is to combine the advantages of traditional learning methods with the advantages of Internet learning. This teaching method requires teachers to integrate classroom teaching with information technology in course design and knowledge transfer, so that the teaching process can organically combine "offline" and "online", and achieve a reasonable class time allocation according to the characteristics of students (Wang, 2021).

In the specific teaching process, we always focus on students, and actively play the main role of students in different stages (such as sight-reading, practice, discussion, etc.). In the process of trying to adopt the methods of discussion, inquiry and question-answering, and specifically through the comprehensive application of various teaching methods such as guiding and inspiring method, demonstration method and discussion method, teachers and students are attached importance to the leading role, so that teachers and students are active in the process of exploring knowledge and feeling the cognition and experience of art. The use of these teaching methods is not only conducive to cultivating students' creative spirit and self-learning ability, but also conducive to mobilizing students' enthusiasm in learning piano performance.

The basic mode of the specific teaching process is: preparation - raising questions - visual music - teacher explanation - student discussion - repeated practice - teacher summary. "Preparation" is to play the role of the transfer of old knowledge, to introduce the old to the new, to prepare for the students to solve the problem; "Raising questions" is to raise questions according to the requirements of teaching objectives, so as to induce students to think and explore; "Sight-reading music" provides information for students to try to solve problems by themselves. Music is an important carrier for students to acquire knowledge and artistic perception. The step of "teacher's explanation" ensures that students master systematic knowledge, and is also an evaluation of students' exploration results. The section of "Student discussion" allows students to evaluate themselves and communicate cooperatively. The part of "repeated practice" is the main part of students' trying activities. Let students boldly try to solve problems by themselves. There will be several exercises in one class. "Teacher summary" means that the teacher sorts out and summarizes the highlights and problems of the students in all aspects of the whole class, and puts forward guiding suggestions for further improvement (Sang & Wang, 2021).

Therefore, the more prominent feature in our piano mixed teaching practice is to achieve "problem-guided practice - induction and understanding - discussion and digestion - experience while practicing - summary and improvement". The teacher raises relevant questions according to the works, and the students take the questions to practice. This teaching mode based on problem-oriented inquiry learning makes the students always in the active state. Then, on the basis of the teacher's summary and guidance, students are organized to conduct extensive discussions and exchanges, and then students are allowed to practice the discussed content in the new practice process. Through further practice, the final teacher's summary is particularly expected and concerned. This pushes the whole learning process of students into a more active state. Through the teaching practice of this semester, students have generally improved their ability to find problems and solve problems.

## **Highlights of the online and offline piano teaching**

The highlights of the online and offline piano teaching reform in this academic year include the following five aspects of innovation and improvement:

### **a. Innovation of teaching model**

The teaching process is divided into three parts. Before class, with the help of information platform, determine the key and difficult points of the course and make targeted teaching plans; In the course, the cases with different degrees of difficulty are set up, the complexity is quantified to be simple, and the differentiated and personalized teaching is implemented. At the same time, with the help of the function of the information-based teaching platform, we can combine teaching with fun, create interesting classes, guide students to interact with the mobile App "Learning Pass" in a timely manner, effectively enhance students' attention, and overcome key difficulties; After class, supporting tasks to expand, consolidate key and difficult points. Guide students to strengthen reflection and summary. Improve students' ability of independent learning.

### **b. Innovation in teaching plan design**

According to the different piano playing basis and starting point of each student, on the basis of the basic knowledge teaching plan of each level, students are divided into different two-person or four-person group lesson teaching mode, and dynamic adjustment is made at any time according to the speed of students' learning progress. This teaching method takes care of the efficient teaching of common knowledge, and at the same time carries out more targeted individualized teaching according to each student's own mastery of knowledge at any time, realizing the differentiation and personalized learning of piano lesson art. The teaching plan is designed with comprehensive knowledge. Under the teacher's explanation and guidance, students can complete and submit group homework through group discussion, inquiry learning, etc., and cooperation and communication.

### **c. Created a new piano teaching resource library**

In terms of resource library construction, piano learning explanation videos and performance videos are carefully selected from numerous massive resources by teachers in accordance with the principles of academic, interesting, classic and applicability, and ensure the clarity, integrity and diversity of resources. After reading, students can thoroughly understand the art of the works performed and the skills required to have the core points and master the essentials, and the organization of learning resources should be as modular and orderly as possible. At present, according to the statistics, there are 40 students enrolled in this course, the cumulative page views have reached 22,563 times, the cumulative interaction times between teachers and students have reached 170 times, 60 chapters, 58 chapters of task points, 2 chapters of non-task points, 94 teaching videos, the total duration of videos is 842 minutes, 6 non-video resources, 6 course announcements, and 37 teacher posts. 15 common lesson plans were issued, all students selected courses had one midterm test score, and the number of course activities was 4998; There are 146 topics in the discussion board, 12 topics published, and 134 topics replied.

### **d. Innovation of evaluation methods**

More diversified assessment methods have been adopted. According to the characteristics of the course, flexible use of teacher comments, group mutual evaluation, piano teaching and research department teachers scoring and other ways to carry out phased assessment evaluation, comprehensive score assessment according to the mid-term and final exam results set different assessment score proportion. This broader evaluation dimension

allows teachers to have a more comprehensive understanding of students' learning habits and learning process (Yu, 2021).

e. Improve the piano mixed teaching ability of teachers

By participating in university and Internet online and offline mixed teaching observation, training, academic lectures, and related teaching research and research project declaration, teachers have improved their teaching concepts, enhanced their ability to apply information technology in teaching reform, and better integrated online and offline mixed teaching reform with piano courses in depth.

## Performance

a. Cultivate students' independent learning ability

The form of offline teaching is dominated by the traditional teaching concept, the teacher occupies a dominant position in the classroom, and the students' autonomous learning ability is relatively weak. After the Piano Teaching and Research Office carried out online and offline mixed teaching this semester, teachers can organize students to learn independently online and carry out flipped classroom offline, cultivate students' independent learning ability and improve students' learning consciousness. In the form of mixed teaching, piano teachers combine teaching and learning closely. While making reasonable use of teaching resources, teachers use modern teaching technology to impart professional theoretical knowledge and skills to students, and express professional teaching content in a simple, vivid, intuitive and interesting way, thus arousing students' interest in learning and stimulating their initiative in learning and practicing the piano (Xia, 2022).

b. It enriches the teaching form and content of the course

The teaching content of piano course is scattered, which makes it difficult for students to form a systematic knowledge system. With the implementation of blended teaching, teachers can obtain more abundant teaching resources and enrich the classroom teaching content. Teachers present more comprehensive teaching content to students through the learning platform and the Internet, so as to help students realize a better understanding of piano theoretical knowledge and skills.

c. Effective strengthening of students' professional skills

The difference between the teaching of piano course and other courses is that the piano course pays special attention to the strengthening of students' piano playing skills, that is, "practicality" is extremely prominent. Only when students acquire enough piano playing skills can they ensure that their piano playing ability and artistic expression are steadily improved. In view of this, with the help of blended teaching, teachers create and arrange practice sections for students as much as possible, vividly and intuitively demonstrate fingering and playing skills of piano performance by means of audio and video, and organize students to practice and consolidate them in offline teaching activities (Wu, 2022).

d. Effectively improve the interaction validity between teachers and students

The complementary teaching advantages of online and offline hybrid teaching break through the traditional teaching form's dependence on space and time in piano teaching, and teachers and students can effectively communicate and exchange on learning anytime and anywhere through the platform. It includes notification, discussion, sending performance videos, text or voice comments, providing performance reference materials and other forms, which greatly improves the interaction validity between teachers and students (Zeng, 2020).

## Conclusion

In short, through the use of online and offline teaching mode in piano lessons this school year, our teachers have learned about the modern teaching mode and found their own shortcomings. As a pure skill course with mixed teaching mode for the first time in the music department, we must be diligent in summing up experience, enriching ourselves and innovating in teaching, and strive to cultivate students' healthy, noble aesthetic taste and positive and optimistic attitude towards life. What makes us happy is that through the implementation of blended teaching in this semester, it has proved that it is not only necessary but also feasible to train students' innovative thinking ability of "mixed" in the piano teaching of the music department in a scientific and systematic way, combining with the characteristics of disciplines. With the continuous development of this teaching work, we will make the piano online and offline mixed teaching reform more effective through continuous summary and improvement.

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