

Constructing a Piano Guidebook for Teaching First Year Undergraduates at School of Music, University of Jinan, the Peoples' Republic of China

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Abstract

The objectives of this research were four-folds: (1) To study piano teaching pieces from experts; (2) To construct a piano guidebook for teaching first year undergraduates at School of Music University of Jinan; (3) To experiment teaching by using the guidebook; and (4) To evaluate the results of teaching by using the guidebook. Research methodology was a mixed method including qualitative and quantitative method using research and develop as the research design. The quantitative research is to measure the students' academic performance through teaching experimental group. The qualitative research is through the interview with the key informants, understand how to construct better guidebook to train playing piano.

The research results found that: (1) The interview mainly focuses on the following aspects: Expert background; Related music theory; Genre choice; Choice of music; Schedule of teaching time and exams; (2) The final data shows that the satisfaction of the three experts on the piano guidebook is generally at the highest level, with IOC= 8.01, the average score is 0.8; (3) Through the study of this course, students can master the professional skills of basic piano performance; (4) The three experts determined that the innovation actually measured the desired properties.

Keywords: Piano guidebook; Teaching; First year undergraduates; School of Music University of Jinan

Introduction

University of Jinan is a comprehensive university jointly established by the People's Government of Shandong Province and the Ministry of Education of China. It is authorized to grant bachelor's, master's and doctor's degrees, and has three post-doctoral research centers. Founded in 1948, the campus covers an area of 2.43 million square meters. Over the past 70 years, the university has nearly 350,000 alumni from home and abroad. The university now consists of 26 schools, covering 10 disciplines including economics, law, education, literature, history, science, engineering, medicine, management and art. There are more than 38,000 full-time undergraduates, graduate students and international students.

The University adheres to the philosophy of open education, actively expands cooperation and exchanges with overseas educational institutions, and has established inter-university cooperative relations with more than 120 universities and colleges in the United States, Britain, Germany, France, Canada, Australia, Russia, Japan, South Korea, New Zealand and other countries and regions through mutual visits of scholars, academic exchanges, and cooperative education. The university has passed the quality certification of the Ministry of

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Education. The university has established a Confucius Institute in the Congo and three national and regional research centers, namely, the Iceland Research Center, the Francophone Research Center in Africa, and the Caribbean Research Center.

Research Objectives

- (1) To study piano teaching pieces from experts;
- (2) To construct a piano guidebook for teaching first year undergraduates at School of Music University of Jinan;
- (3) To experiment teaching by using the guidebook; and
- (4) To evaluate the results of teaching by using the guidebook.

Research Methodology

The researcher use a mixed research method concluding quantitative and qualitative research. Quantitative research mainly include collecting data, analyzing data experimental research. Through teaching experiments, measure students' academic performance.

Qualitative research mainly include expert interviews, collect and filter piano works, observation method. Through interviewing the experts, understand how to construct better teaching track to train playing piano. By observing the changes in the performance of the students before and after the survey, and the process of the process, the quality and the level of the book are measured.

Research Conceptual Framework

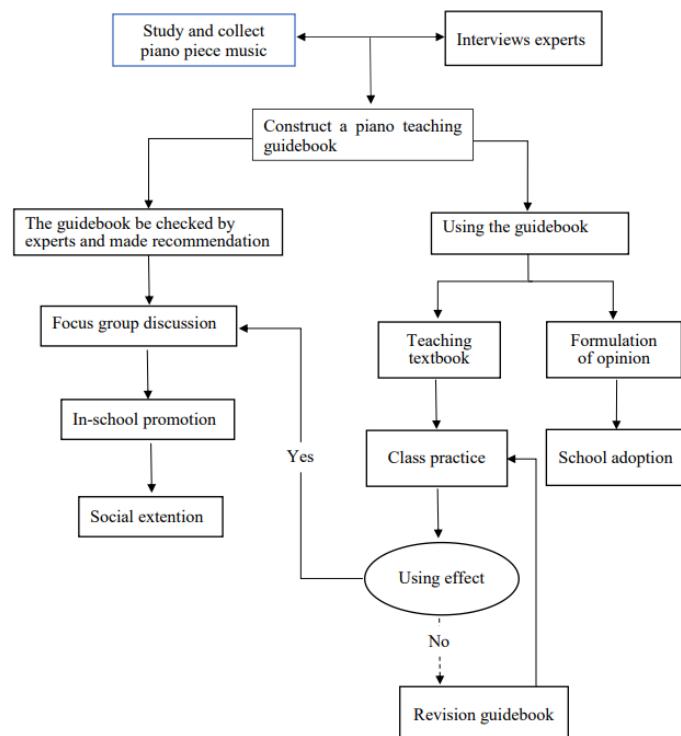


Figure 1 Research Conceptual Framework

Research Results

Guide book evaluation criteria

In the selection of piano teaching repertoire, a number of factors need to be considered comprehensively to ensure the effectiveness of the teaching process and the overall development of students. The following are the key criteria for the evaluation of teaching materials:

The content of the material should be closely aligned with the discipline standards, covering the required music theory, technical training, and different styles of repertoire. The assessment is to ensure that the material fully covers the subject requirements and enables the student to develop fully in the learning process.

The difficulty of the textbook should match the level of the student. The assessment should focus on whether the material is suitable for beginners or students with a certain foundation, and provide progressively increased difficulty to ensure that students can improve gradually in their learning.

The curriculum should be clear and easy to understand and provide clear guidance to students. The assessment should pay attention to whether the layout of the pieces is clear and the explanations are easy to understand, so that students can easily use them when studying independently.

A good guide book should have a certain degree of individual adaptability to meet the needs of different students. The evaluation should consider whether the repertoire is flexible and whether it allows the teacher to adjust it according to the actual situation of the students in order to better meet the learning characteristics of the students.

2. Choose suitable teaching repertoire

The guidebook can be personalized to the student's level, interests, and learning style. By understanding students' needs in depth, teachers are able to create repertoire that meets their learning needs, thus improving the relevance and practicality of learning.

The guidebooks can more accurately meet the needs of specific student groups. Through in-depth understanding of students' level and subject background, teachers can design more targeted teaching materials, so that students can understand and master knowledge more easily and improve learning results.

By designing interesting and creative teaching materials, teachers can better stimulate students' interest in learning. Self-edited teaching materials help to break the monotony of traditional teaching, so that students can experience more fun in the process of learning piano, so as to enhance learning motivation.

The music teaching environment of different schools and different regions is different, so self-compiled teaching materials can better adapt to the specific teaching environment. By considering students' cultural background and regional characteristics, teachers can create textbooks that are more in line with students' background and increase the affinity and operability of learning.

Course design and arrangement

1. Integrated curriculum design

When constructing a piano tutorial guidebook for first-year undergraduate students at the School of Music in University of Jinan, the overall course design is the key to ensure the all-round development of students. The curriculum should be based on a clear structure and

organization that enables students to acquire knowledge and skills at all stages of the learning process in an orderly manner.

The overall curriculum design should take into account the students' learning curve, and reasonably set the teaching content with progressive difficulty. Start with basic finger training and gradually guide students to master more complex repertoire and techniques to ensure that students do not feel too much pressure during the learning process.

In order to stimulate students' interest in learning, the overall curriculum design should include a variety of learning activities, such as answering questions on music terms and participating in concerts. By introducing different forms of learning activities, students' teamwork spirit and music comprehensive literacy can be better cultivated.

In order to cultivate students' stage performance ability, the overall curriculum design should fully consider providing students with practice and performance opportunities. Regular college concerts and performance assessments can boost students' self-confidence and motivate them to become more actively engaged in their studies.

2. Course breakdown and module setup

When constructing the piano tutorial guidebook for first-year undergraduates in the School of Music in University of Jinan, the concept of modular teaching is helpful to better organize and decompose the course content. Modular teaching divides the entire curriculum into small modules, each focusing on a specific topic or skill, making it easier for students to understand and master.

The flexibility of the module Settings allows teachers to adjust according to the actual situation and learning progress of students. Each module can be designed independently and added, deleted or adjusted as needed to ensure continuity and adaptability throughout the course.

Teaching progress and plan

The key of teaching schedule and plan is to set teaching cycle reasonably. For first-year undergraduates at the School of Music in University of Jinan, the length of the semester and the weekly teaching time need to be considered to ensure that the entire course is completed within the specified time.

In the teaching progress plan, it is very important to set phased goals for students' learning. The goals for each stage should be specific, measurable, and lead students towards the overall curriculum goals. This helps keep students motivated and oriented.

In the actual teaching, it is inevitable to encounter the situation that students' learning progress is different. Therefore, the teaching schedule should have some flexibility and establish a flexible adjustment mechanism at the same time. This can include extra practice time, personalized tutoring, etc., to meet the needs of different students.

Student assessment and feedback

1. Evaluation method selection

Student assessment plays a crucial role in piano teaching, and diversified assessment methods can better understand students' learning situation. In addition to the traditional final exam, quizzes, homework assessments, class participation, academic reports and other ways can be introduced to evaluate students' musical ability in a comprehensive manner.

Piano teaching involves a combination of skills and theory, so the assessment method should cover both aspects. Skills assessment can be conducted through students' performance practice, while theoretical assessment can include music theory tests, music analysis, etc., to

ensure that students not only make breakthroughs in performance, but also improve their understanding of music.

In order to provide actual performance opportunities, recitals can serve as an important form of evaluation. By inviting professional judges or other teachers to comment, students can be provided with more professional and objective feedback, helping them to make more significant progress in playing skills and expression.

2. Student performance evaluation criteria

Finger flexibility, note accuracy, rhythm and speed mastery should be considered when evaluating students' technical performance. By setting clear technical standards, students can be helped to practice more pertinently and gradually improve their performance level.

In addition to the technical aspects, musical expression is an equally important part of piano performance. Students' ability to express music should be evaluated according to the nature of the music, emotional expression and other factors. Considering the rational use of timbre, dynamics and rhythm, it is helpful to cultivate students' deep understanding of musical works.

Students' learning attitude and autonomy are crucial to the sustainable development of long-term learning. Evaluation criteria can include whether the student participates seriously in the class, whether the homework is completed on time, and whether the student actively participates in music activities. This helps to develop students' sense of responsibility and self-management ability.

Feedback mechanism establishment

Immediate feedback is critical to student learning. Teachers should give feedback in time after students' performance or class performance, point out the advantages and put forward suggestions for improvement. This immediacy of feedback allows students to understand the problem more quickly, prompting them to make adjustments the next time they play.

Each student learns differently, so feedback should be personalized. Teachers can provide personalized suggestions according to students' technical level, musical expression ability, subject background, etc., to help students improve their performance and learning methods more targeted.

Feedback should be constructive, highlighting the student's strengths in performance and providing specific suggestions for improvement. Through encouragement and guidance, teachers can help students develop a more positive attitude towards learning and stimulate their enthusiasm for learning.

Establish the mechanism of students' self-reflection and feedback, so that students can actively participate in the feedback process. By asking students to evaluate and summarize their own performance, they can have a deeper understanding of their own strengths and weaknesses and form a more positive attitude towards learning.

Discussion

The piano guidebook was designed by studying both local and international documents, and take advice from the opinions of music experts and related persons. Through the sorting and study of different times, different countries, different styles of piano piece, the three level of the piano music, which is outstanding in the art level, is suitable for beginners, is used for the students in the school to study the piano course (Pu, 2022). It is difficult to classify and compare the level of the class, and it can accurately reflect the students' learning level. At the same time, the development of the times, the pulse of the times, the ancient and modern China and foreign countries, and the various characteristics of the study, made the study historic, temporal, national and inclusive (Tao, 2017). This study aims at the freshmen who are studying piano at School of Music in University of Jinan. According to their performance skills, the actual situation and training goals of the students in University of Jinan, the piano repertoire corresponding to different levels is finally listed, and the composition, performance, historical background and artistic characteristics of the repertoire are also studied (Sai, 2022).

At present, there is no specific research on the classification of the piano piece in university. For example, the piano teaching at School of Art in TaiShan University, which is a piano textbook that use various social music exams directly, selects the teaching and examination of some level of the work (Sun, 2014). And no matter whether it is a variety of things, but only the comprehensive, different and specific of the track, it is not suitable for the actual piano teaching of the school. In the meantime, in this guidebook, the author introduces the author of the key track, the background of the time background, the characteristics of the work, and the knowledge of the famous anecdotes. Pay attention to the knowledge integrity and the extension of the music work, and the teaching purpose requirement, the key difficulty, the evaluation standard and the teaching process are added (Tu, 2022). At the same time, it embodies the characteristics of the piano teaching in the school, which can reflect the real level of teachers and students, adapt to the needs of piano course teaching, and avoid the problem of the old and the level of the content of the study.

Recommendation

1. Practical recommendation

Further focus on the individual differences of the students, according to the level and learning requirements of different students, provide personalized teaching guidance and track selection, to maximize the students' interest and potential.

2. Recommendation for future research

This research suggests that the students of the actual application of this track can be evaluated for long-term tracking and effect, and then understand the influence of the track library on the improvement of piano skills and the expressive effect of music

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