

Teaching Piano for Non-Music Major Piano Course in University in China

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Abstract

With the continuous development of China's economy, the people's living standards continue to improve, while the material life is satisfied, the spiritual needs are also more and more rich. The piano is loved by everyone because of its rich timbre changes, wide vocal range and powerful expression, so the piano naturally also as a kind of instrument to enrich people's spiritual life, began to gradually become popular in daily life. More and more college students show a strong interest in the piano and a strong desire to learn to play it. Therefore, major universities have begun to offer piano courses for non-music students.

Keywords: Teaching; Piano; Non-Music Major; Piano Course; University; China

Introduction

The purpose of piano education for non-music majors in colleges and universities is not to train pure professional music talents, but to improve music literacy and comprehensive quality for more college students, so as to achieve the effect of aesthetic education. With the increasing interest of students in piano learning, the piano education of non-music students in ordinary colleges and universities is also facing many problems, which are mainly summarized in two aspects.

The first is the teaching material. Teaching materials play a vital role in piano teaching. At present, some foreign textbooks on the market are not quite in line with the physical and mental development characteristics of ordinary Chinese college students learning piano, and the textbooks used in many schools are also professional books used by some professional colleges and universities, or basic textbooks used by children. Since the piano playing level of college students in ordinary colleges and universities is uneven, and some even do not have any playing skills and music theory knowledge, in the piano learning course of college students in ordinary colleges and universities, they should not only pay attention to how to play, but also understand the background, artistic conception, culture and emotion of the music on the basis of learning and playing. As a contemporary college student, we should also know more about the traditional music culture of our country and our nation and carry forward the national spirit. However, the current situation is that college students lack the interest and comprehensive understanding of Chinese music works. Learning Chinese piano works has many positive meanings for contemporary college students. Here are five aspects. First, enhance cultural confidence: Chinese piano works are an important part of Chinese music culture. Learning these works can help students better understand and recognize Chinese music culture and enhance their cultural confidence. Second, improve music literacy: Learning Chinese piano works can expose students to more Chinese music styles and expression techniques, and improve their music literacy and appreciation ability. Third, cultivate aesthetic ability: Chinese piano works usually have unique musical beauty and

artistic value, learning these works can cultivate students' aesthetic ability and art appreciation ability. Fourthly, to promote cross-cultural communication: Learning Chinese piano works can help students better understand and recognize the music culture of other countries and regions, and promote cross-cultural communication and international understanding. Fifth, enhance comprehensive quality: Learning Chinese piano works requires students to have a certain musical foundation and skills, which can help students improve their musical skills and comprehensive quality, and lay a solid foundation for future career development.

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Based on the research review of this article, existing research results and literature materials are organized and analyzed from the following perspectives:

Characteristics of piano teaching for adult beginners

Compared with other age groups, piano adult students usually have the following characteristics:

(1) Conscientiousness and initiative: Adult students usually learn piano out of their own interest and self-choice, so they show higher conscientiousness and initiative. They are willing to arrange their own learning time, make learning plans, and maintain a positive learning attitude during the learning process.

(2) Clear goals: Adult students usually set clear learning goals, which may be playing in public, taking a grade, or participating in a music competition. They have high expectations for their learning progress and strive to pursue the goals they have set themselves.

(3) Rich life experience: Compared with children, adult students often have more life experience and knowledge reserve before starting to learn piano. These experiences can help them better understand music theory, music expression and music interpretation, thus improving the learning effect.

(4) Flexible learning methods: Adult students have mature learning ability and strong self-management ability, and they can choose their own learning methods more flexibly. They may like to combine multiple resources, such as textbooks, video tutorials, music software, etc., to meet their individual learning needs.

(5) Ability to withstand pressure: Adult students may face various challenges and pressures in the process of learning the piano, such as lack of time, balance between work and study. However, adult students often have a strong ability to cope with stress, and can reduce stress and promote their learning process through time management, breaking down goals, adjusting learning priorities, and so on.

(6) Music appreciation and emotional expression: Adult students are more sensitive to music appreciation and emotional expression due to their rich life experience. They have a deeper understanding and experience and are better able to incorporate emotion into their piano playing, making the music more infectious and expressive.

Problems and solutions in piano teaching for adult beginners

There are some problems in adult piano education. By review the literature, the following are some common problems:

(1) Initial stage problem: Many adults want to learn piano, but it is relatively difficult to learn because they do not have any musical foundation. They need to start with the most basic notes, rhythms, and finger positions, which can be challenging for adults.

(2) Lack of time and continuity: Adults usually have many other responsibilities and obligations, such as work, family, etc., which prevents them from spending enough time on learning the piano. The lack of continuity can also affect their progress, as learning music requires regular practice and review.

(3) Improper selection of teaching materials: The choice of teaching materials for adult piano learning is also a problem. Some materials may be too simple or too complex to meet the needs of adult learning. There is therefore a need for specially designed teaching materials for adult learners.

(4) Lack of professional guidance: When adults learn piano, they often need professional guidance and the help of teachers. However, there is a lack of suitable piano teachers in some places, resulting in adults being unable to receive professional instruction and guidance.

(5) Lack of learning atmosphere and performance opportunities: When adults learn piano, they need a good learning atmosphere and performance opportunities to show their achievements. However, the lack of music communities and performance opportunities in some places limits the development of adult learners (Wang, 2019).

In order to solve these problems, we can take the following measures:

(1) Set up adult piano classes: Piano courses designed specifically for adults, from basic to advanced, to meet their learning needs.

(2) Provide flexible study time: Provide flexible study schedule for adults to adapt to their schedule.

(3) Develop special adult teaching materials: Develop teaching materials suitable for adults according to their learning characteristics and needs. These textbooks should include theoretical knowledge, skill exercises and repertoire performance.

(4) Increase professional guidance teachers: Train more professional piano teachers and provide them with opportunities for continued professional development to improve the quality of teaching for adult learners.

(5) Create learning communities and performance opportunities: Adult learners are encouraged to participate in music communities and performance activities, providing a stage to showcase themselves and opportunities for communication and collaboration.

These measures can help solve the problems existing in adult piano education and improve the learning effect and satisfaction of adult piano learners (Li, 2021).

Adult beginner piano enlightenment method

Also as enlightenment teaching, adult piano enlightenment teaching and children piano enlightenment teaching are very different, so in teaching, we must pay attention to distinguish between different learning age students and adopt different enlightenment teaching methods.

Since the skeletal muscles of the hands of adult piano students have fully developed, strict requirements on hand shape and basic playing methods can be put forward at the beginning of adult piano enlightenment teaching, so that students can master the correct hand shape and basic playing methods as soon as possible.

In the adult piano enlightenment teaching, the teaching emphasis should be placed on the weight playing method. At the beginning of learning, the biggest difficulty for adult students is that it is difficult to understand the relaxed weight of the whole arm and palm when learning how to relax. In this case, they can use the most basic five-finger position of the finger exercises to train and experience the non-legato playing method (Fan, 2005).

Due to the limitation of physiological level, adult students may feel very difficult in the training of high finger lifting and finger independence. For non-professional piano students, the requirements can be relaxed at this point, and there is no need to force students to do high finger lifting training. However, the requirements for strength exercises should not be relaxed, as long as they master the relaxed weight playing method. Therefore, adult students should try their best to give full play to their advantages in strength to make up for their shortcomings in speed.

Adult students should be allowed some time to slowly experience, do not expect students to meet the teaching requirements in class. It is necessary to take care of the self-esteem and learning confidence of adult students, so that students understand that such difficulties are normal due to physical limitations.

Adult students have strong initiative in learning and high self-restraint ability, so they can withstand a relatively long time of boring technical training. Try to give them a variety of different types of basic training, such as a variety of different key scales, arpeggios, thirds, sixths, octaves and various broken chords, these short basic exercises although boring, but help to quickly improve the independence of the fingers and the familiarity of the keyboard.

Adult students have relatively weak reaction ability in reading and reciting music scores, so it is not necessary to let them browse a large number of etudes, and it is more effective to choose etudes with certain difficulty and representative etudes as fine playing tracks for training.

In the process of basic technical training and etude learning for adult piano students, a variety of practice methods are essential in the process of learning and training. Such as Key method exercises, part exercises, section exercises, clause exercises, break up

Practice, retention practice, etc. (Fan, 2005).

In short, in the process of adult piano teaching practice, the particularity and limitation of adult piano teaching should be fully taken into account, and the corresponding teaching methods and teaching plans should be targeted to make the teaching content fit in with the characteristics and level of learners, so as to adapt to the physiological and psychological maturity level of adult piano students and make adult piano teaching get better teaching results.

Non-music major piano course in the university

The present situation of piano courses for non-music majors in universities

At present, piano courses for non-music majors in universities are usually offered as an elective or extracurricular activity. These courses are designed to provide non-music majors with the opportunity to learn piano and promote their understanding and appreciation of music.

Some universities offer basic piano courses to help students master basic piano playing skills and music theory. These courses are usually taught by professional teachers with experience in teaching piano and include hand forms, scales, arpeggios, repertoire exercises, etc.

Some universities may offer more in-depth piano courses to meet the needs of students with a higher interest in music. These courses may cover more complex playing techniques, musical analysis, and repertoire interpretation, and require students to complete individual or group projects in piano playing.

At the same time, some universities also offer piano ensemble or piano accompaniment courses, giving non-music majors the opportunity to play music with other students or instruments. These courses can improve students' cooperation ability and playing skills.

In general, the piano courses for non-music majors in the university are set up to meet students' interests and needs for music, provide basic and in-depth piano learning opportunities, and cultivate students' musical accomplishment and comprehensive quality. However, it should be noted that due to the time and academic constraints of non-music majors, the teaching depth and length of these courses may be relatively limited (Qian, 2011).

The problems and solutions of piano courses for non-music majors in universities

In universities, there are some problems with piano courses for non-music majors:

(1). Course schedule: Since non-music majors usually have other major courses and academic commitments, it may be difficult for them to spare enough time to focus on learning piano. The cultivation of piano skills requires long-term persistence and practice, but under heavy academic pressure, students may not be able to fully devote themselves to piano learning.

(2). Teaching content and schedule: Non-music majors may have a relatively low understanding of music theory and performance skills, so the course content needs to pay more attention to the teaching of basic knowledge and moderate schedule. However, some courses may place too much emphasis on technical training and neglect the cultivation of musical artistry and expression, which makes it difficult for students to truly understand and appreciate music.

(3). Teachers and teaching resources: Due to the relatively small size of students in piano courses for non-music majors, some universities may underinvest in teachers and teaching resources. The lack of experienced piano teachers and suitable teaching facilities will affect the teaching quality of the course and the learning effect of the students.

(4). Diversity of students: Non-music majors have different musical backgrounds and learning goals, some students may participate in piano lessons just out of interest, while others may want to break out in music. Therefore, teachers need to flexibly respond to different student needs and design diverse teaching methods and assessment methods (Guo, 2006).

In order to improve the status quo of piano courses for non-music majors, universities can take the following steps:

1) Optimize the curriculum: Arrange the course time reasonably to ensure that students have enough time for practice and consolidation. According to the student's musical level and needs, different levels and types of piano lessons are provided to meet the student's learning goals.

2) Improve the level of teachers: Recruit piano teachers with rich teaching experience and music professional background, ensure that teachers have good teaching ability and music literacy, and can effectively guide non-music students.

3) Improve teaching resources: Provide appropriate teaching places and piano equipment to provide students with a good learning environment. At the same time, there is a music library and digital resources for students to borrow and study.

4) Guide music appreciation and creation: In addition to paying attention to skill training, it is also necessary to cultivate students' ability to understand and appreciate music. By introducing music appreciation classes, organizing events such as concerts and competitions to stimulate students' interest in music and encourage them to showcase their individual musical talents.

By taking the above measures, universities can improve the teaching quality of piano courses for non-music majors and students' learning experience, and promote students' personal growth in the field of music and the inheritance of music culture (Hou, 2014).

Study on piano course textbooks for non-music majors in the university

The piano elective course for non-music major students is an important part of cultivating the comprehensive quality of contemporary college students, which can effectively cultivate students' application and aesthetic ability. However, there are still many problems affecting the improvement of teaching quality in practice. The choice of piano teaching materials for non-music major students has a crucial impact on the teaching quality. Therefore, when choosing teaching materials, teachers should choose the most practical teaching materials according to the specific situation (Yang, 2022).

At present, non-music majors still mostly use the textbooks used by professional students in professional colleges. These are common arrangements for piano lessons.

(1) Primary stage

"Piano Basic Tutorial 1" : This textbook is suitable for beginners or beginners, introducing the basic knowledge of piano, hand position, staff and other basic concepts.

Introductory Piano Collection: This collection contains some simple etudes and songs to help students practice finger flexibility and basic playing skills.

(2) Intermediate stage

“The Piano Basics series”: These courses include several levels, ranging from beginner to intermediate, to help students gradually improve their skill level and repertoire difficulty.

“Minor Sonatas”: This is a classic collection of minor sonatas that contains simple works by composers from all eras to help students understand minor sonatas playing techniques and classical period music styles.

(3) Advanced stage

“Chopin Etudes”: This is a challenging collection that requires students to have high playing skills and good finger flexibility.

“The Romantic Piano Anthology”: This is an anthology of piano music from the Romantic period by multiple composers, which helps students understand the Romantic musical style and improve their ability to perform.

A small number of schools use introductory piano materials for adults, because these materials are mainly to help students get started, and most students do not have a piano playing background. Most of these textbooks are basic and introductory. In addition, the way of giving video or audio CD with the teaching materials is gradually popularized, indicating that multimedia teaching has begun to occupy an important position in the piano teaching of non-music majors, among which "No teacher: Quick Introduction to Adult Piano" and "Introduction to Adult Piano" are presented directly in the form of video CD (Zheng, 2020).

Conclusion

In general, the present study of adult piano teaching in our country is mainly focused on the exploration of teaching methods. As a result, the driving force for compiling various adult piano teaching materials is mainly from the author's accumulation of teaching experience over many years. The author takes piano tracks as the core to show piano playing technique, and there is no unified teaching concepts and guidelines. However, this phenomenon also shows the diversity of adult piano students and the difficulty of teaching, which requires teachers to choose suitable piano teaching materials when teaching.

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