SURVEYING ON TEACHER PERSPECTIVE ON APPLICATION MULTI-MEDIA IN PIANO FUNDAMENTAL COURSES IN MUSIC MAJORS AT THREE ART SCHOOL OF MID-GUIZHOU UNIVERSITY

Deng Ye[1], Thitinun Charoensloong[2]
Faculty of Music, Bangkokthonburi University,[1-2]
China,[1] Thailand[2]

Email: nicha.musiced@gmail.com, Thitinun.cha@btu.ac.th [1-2]

Abstract

Research on surveying teacher perspectives on the application of multimedia in piano fundamental courses in music majors at three art schools of Mid-Guizhou University should consider how cultural beliefs and religious values may influence attitudes towards technology use in education. Understanding cultural perspectives can inform effective integration of multimedia tools that respect diverse cultural backgrounds and enhance learning experiences tailored to students' educational and cultural needs. A study of surveying teachers' perspectives on the application of multimedia in piano fundamental courses in music majors at three art schools of Mid-Guizhou University hopes to enhance teaching effectiveness and student engagement by analyzing teachers' insights and experiences with multimedia tools in their instructional practices. This paper adopts qualitative research method, interview method and observation method. The research findings were in the investigation of teachers' views on the application of multimedia in the piano basic course of music major in three art colleges of Guizhou, the author discusses the music teachers' views and experiences on the application of multimedia through face-to-face interviews, and provides insights on teachers' views, attitudes and specific practices.

Introduction

There are 29 comprehensive undergraduate universities in 9 cities in Guizhou, among which 14 offer music majors. Multimedia teaching is offered in each of them, but few of them currently use course teaching. In this paper, course teaching is refined into different types of teaching research and use, and teachers from three universities are interviewed to enrich the one-to-one teaching mode of music classes. The experience of applying the novel teaching form of lesson to the actual teaching of music class. With the rapid development of the information age and the popularization of information technology, micro courses, We-Chat public accounts, application of mobile apps, websites, big data, cloud technology, network TV communication and all kinds of traditional information technology support have entered the field of education one after another, which has greatly changed people's life and learning way.

Music education is a part of modern quality education that cannot be ignored, and teaching aids are very common auxiliary tools in the music classroom, which is an important way to help students better understanding the knowledge of music theory. The standard of music curriculum points out that humanism is one of the basic properties of the music curriculum, which reflects the advanced concept of music education, which is people-oriented and student-oriented. It can help teachers to combine the physical and mental characteristics of students to teach students according to their aptitude, better realize the principle of edutainment in music teaching, and promote lifelong learning and subject development of students. With the introduction of the new music curriculum standards, the teaching reform of basic music education has made great achievements. Through years of research and practice, educators have made the local college course gradually become standardized and mature. Especially in the full development of information technology today, the integration of education and information technology is also getting more and more attention. The integration of information technology and music, combining text, pictures, audio, can provide students with rich and diverse information, provide unlimited resources in a limited class, and arouse students' interest and

attention from visual and auditory senses, which will further improve the interest and effectiveness of music class and help students to actively learn knowledge.

College music is a basic subject to cultivate students' artistic quality. Expand students' innovative thinking and cultivate students' moral sentiment. Its teaching content and teaching more directly affect the teaching effect. At present, there are some problems in college music teaching, such as students' passive learning and teaching content and methods lagging behind. Micro-class, as an emerging teaching method at present, has the advantages of convenient production and unlimited learning time. Integrating it into the actual teaching of college music can fundamentally solve the above problems. Taking multi-media as the teaching concept, combining with the college music teaching syllabus, providing corresponding teaching resources and doing a good job in basic learning analysis can support students to give full play to their subjective initiative and improve the classroom teaching effect.

Therefore, Teachers' views on the importance of multimedia application in piano fundamental courses are multifaceted. They recognize that information technology can enrich teaching content, provide more intuitive musical and visual experiences, and stimulate students' interest and creativity in learning. Through multimedia tools, teachers can demonstrate various piano performance techniques, historical contexts, and music theory, thereby enhancing students' understanding and appreciation of piano art. Additionally, the interactivity of multimedia allows students to participate more actively in the learning process, improving their practical skills and problem-solving abilities. Therefore, from the teacher perspectives, the application of multimedia in piano fundamental courses is seen as an important teaching aid that helps to improve teaching quality and students' learning outcomes.

Research Objectives

1. To survey on Teacher Perspective on Application multi-media in Piano Fundamental Courses in Music Majors at three Art school of Mid-Guizhou University.

Literature Reviews

.

The development of information technology into classroom teaching and concepts of information technology, modern information technology significantly extends human information functions by leveraging computer and communication technologies. Singh (2020) explains that modern information technology integrates information acquisition, processing, storage, dissemination, and usage with the help of computer technology and telecommunication technology based on microelectronics. In my view, this integration enhances human capabilities such as sensory information acquisition, neural information transmission, cognitive information processing, information regeneration, and executive functions performed by thinking organs.

Abbas (2018) adds that these functions involve corporeal organs, neural networks, thinking organs, and effector organs. I think the combination of these technologies lays the foundation for the development of contemporary science and technology. Furthermore, the core areas for the development of modern science and technology include microelectronics, communication, network, sensing, control, and display technologies. Phan (2020) emphasizes that innovative information technologies, such as computer network technology and modern communication technology, are leading the world into the era of the Internet and big data. I believe these technologies profoundly influence various aspects of social life, including education, healthcare, business, and governance, by reshaping traditional practices and enhancing efficiency. The seamless integration of these technologies opens new avenues for creativity and collaboration across diverse fields.

The characteristics of information technology, such as transmission, sharing, dependency, handling, value relativity, timeliness, and authenticity, are crucial in the educational context. Abubakre (2015) suggests that teachers can integrate information technology according to these characteristics and teaching needs to improve teaching quality. I believe that using information technology as auxiliary tools, situational tools, and cognitive tools can make teaching and learning more efficient. This study focuses on how information technology can better serve music teachers and students, aligning with the concept of information technology serving education. In conclusion, the profound impact of

modern information technology underscores its role in advancing societal progress and fostering global connectivity. As these technologies continue to evolve, their influence will likely expand, offering immense potential for addressing complex challenges and driving innovation in the digital age (Ma, 2016). Integrating information technology into education not only improves teaching quality but also equips students with the skills needed to thrive in a technology-driven world.

Research Methodology

This paper adopts qualitative research method, interview method and observation method. In the investigation of teachers' views on the application of multimedia in the piano basic course of music major in three art colleges of Guizhou, the author discusses the music teachers' views and experiences on the application of multimedia through face-to-face interviews, and provides insights on teachers' views, attitudes and specific practices.

Results

Result of interviews

University 1: emphasizes the development of personalized learning plans tailored to each student's skill level and learning style, ensuring an engaging educational experience. They provide access to a variety of resources, such as instructional videos, interactive applications, and online tutorials, allowing students to utilize these tools both inside and outside the classroom. Regular workshops are conducted to familiarize students with new multimedia tools and their practical applications in piano learning. Furthermore, an ongoing feedback mechanism is established for student projects, promoting growth and improvement in their competencies. Music technique support is highlighted through performance analysis using video playback and real-time feedback from interactive apps, enhancing traditional instructional methods.

University 2: the focus on supporting students' abilities involves customizing learning plans that incorporate multimedia tools suited to each student's proficiency level and preferred learning approach. Students enjoy easy access to a plethora of resources, including videos, apps, and online tutorials, facilitating flexible learning opportunities. The university conducts regular workshops aimed at teaching students how to effectively use new tools, concentrating on technical aspects relevant to piano instruction. Detailed feedback mechanisms are implemented to ensure that students receive comprehensive evaluations of their projects, helping them understand what they did well and where they can improve. Additionally, structured training for music playing techniques is encouraged, utilizing multimedia tools to enhance   skill development.

University 3: integrates a variety of multimedia tools, such as video tutorials and interactive software, alongside hands-on training to foster proficiency in digital content creation among students. They encourage creative expression via multimedia projects and employ adaptive learning systems to tailor content to individual skill levels. The university places significant emphasis on developing proper music playing techniques, offering structured training on posture and finger agility while utilizing resources to demonstrate complex techniques. Performance opportunities are provided to build confidence among students, and continuous feedback through assessments nurtures both technical skills and creative expression, preparing students for future musical endeavors.

All Universities: Across all three universities, there is a shared commitment to creating personalized learning experiences that cater to individual student needs and learning styles. Each institution provides access to diverse multimedia resources, including instructional videos, applications, and online tutorials, enhancing the learning process. Regular workshops are integral to ensuring students become adept at using the latest multimedia tools, fostering effective learning environments. Continuous feedback is emphasized as a vital component in helping students refine their skills and monitor their progress. Furthermore, each university underscores the importance of developing proper music playing techniques through multimedia support and structured training

opportunities, collectively nurturing both technical proficiency and creative expression among students.

Results of Observations

University 1: The examination of teaching and learning tools at university 1 underscores the transformative impact of integrating multimedia technology in music education, as detailed in Cui Ya's "Music Teaching and Application of Multimedia Technology in Colleges and Universities." The use of innovative approaches, such as video demonstrations, interactive software, and diverse audio elements, creates an engaging and collaborative learning environment that caters to various learning styles. Students benefit from a multifaceted approach that combines theory with practical application, particularly through group projects that encourage creativity and exploration of musical concepts. Feedback indicates a favorable reception of these technologies, highlighting their role in enhancing understanding and fostering community among music majors. Furthermore, the incorporation of effective assessment methods ensures that students receive timely feedback on their progress, while collaborative efforts cultivate deeper discussions and a supportive atmosphere. Overall, the integration of multimedia tools not only enriches the learning experience but also equips students with essential skills for their future endeavors in music.

University 2: The findings from the observation at university 2 highlight the effective application of multimedia in the teaching of piano fundamentals. enhancing students' musical skills and understanding. The integration of multimedia presentations and emphasis on collaboration further contribute to a comprehensive educational experience, preparing students for future challenges in their musical pursuits.

But teachers have access to various learning equipment; however, they often rely on a single multi-device to facilitate diverse teaching activities. The interviews revealed that while teachers maintain a positive attitude toward the application of multimedia technology in piano instruction, their proficiency in using these tools is somewhat limited. As a result, they may only be able to utilize them to a basic extent.

University 3: University has exemplified a forward-thinking approach to teaching and learning in the realm of piano education. By effectively integrating both digital and traditional resources, employing innovative, student-centered teaching techniques, and fostering collaboration among students, the university has created an engaging and dynamic learning environment. The use of diverse teaching tools, such as digital pianos and music notation software, alongside multimedia presentations, has enhanced the educational experience by catering to various learning styles and making complex musical concepts more accessible. Furthermore, the emphasis on collaborative projects encourages peer-to-peer learning and empowers students to take initiative in their musical exploration. Overall, the strategies employed at university 3 not only promote the quality of fundamental piano instruction but also support the holistic development of students as musicians.

The observations across university 1, University 2, and University 3 reveal distinct approaches to the integration of technology in piano education, each contributing uniquely to student learning experiences. University 1 stands out for its transformative use of multimedia tools, fostering an engaging and collaborative environment that enhances understanding and community among music majors. In contrast, University 2 demonstrates a more traditional reliance on basic technology, with teachers expressing a positive attitude yet facing limitations ineffectively utilizing diverse resources. Meanwhile, University 3 exemplifies a progressive strategy by blending digital and traditional teaching methods, emphasizing student-centered techniques and collaboration, resulting in a dynamic atmosphere that empowers students in their musical journeys. Collectively, these findings highlight the significance of tailored technological integration and pedagogical strategies in cultivating effective and enriching music education, ultimately preparing students for future success in their musical endeavors.

The observations at university 3 reveal significant advancements in the application of multimedia in piano fundamental courses compared to university1 and 2. With a wider array of teaching tools, innovative teaching techniques, and a stronger emphasis on collaboration, University 3 provides a rich learning environment that actively engages students. The effective integration of

multimedia presentations fosters deeper understanding and appreciation of music, preparing students for future endeavors in their musical education.

Discussions

Through interviews with teachers, three main issues are discussed: First, what methods piano teachers adopt to integrate multimedia teaching into piano performance teaching from teachers' perspectives (Peng, 2016); second, how piano teachers organize lessons in the process of combining piano performance with multimedia teaching (Jiang, 2016); third, how students learn piano performance with comprehensive multimedia (Liu, 2017).

The perspectives and experiences of teachers can provide unique insights that help educators and policymakers better evaluate and optimize the use of instructional resources and technologies. The perspective of teachers can reveal how information technology can meet the learning needs of different students. By studying how teachers integrate multimedia instruction, more personalized teaching strategies can be found to better support students' individual differences. Through participating in research and reflecting on the application of information technology, teachers can enhance their teaching skills and professional competence (Lee, 2021). This is beneficial for the personal professional growth of teachers and the overall improvement of the education system's quality. Compared to traditional methods, online teaching can stimulate students' interest in learning and positively impact classroom instruction (Zhang, 2022). This model's advantage lies in providing a more flexible and interactive learning approach, helping students to understand and apply music knowledge more deeply. Additionally, some European countries have followed the United States by incorporating network technology into education, offering reliable tools for educational reform (Zhu, 2021). By strengthening hardware facilities and introducing network technology, foreign countries have enriched teaching resources and promoted innovation in teaching methods, providing multiple pathways to improve piano education quality (Yi, 2022). Learning from these experiences can support domestic music education reforms, driving piano education towards greater modernization and diversification.

New Knowledges

To study the application of multimedia in piano basic course from the teacher's point of view can stimulate teaching innovation. Teacher feedback and suggestions can provide valuable input to the development of educational technology and drive innovation in educational content and methods. By studying how teachers use multimedia resources, we can find effective ways to highlight the areas that need to be improved, so as to promote the perfection of education evaluation system. Teachers improve their teaching skills and professional competence by participating in research and reflecting on the application of information technology.

Conclusions

Teachers' perspectives on the application of information technology are crucial, especially in art courses. The introduction of information technology provides rich resources and methods for teaching, making classroom instruction more vivid and intuitive. Teachers believe that information technology can effectively enhance students' interest and engagement in learning. For example, in piano fundamental courses, the use of video demonstrations, audio exercises, and interactive software allows students to more intuitively understand and master complex music theory and performance skills. Information technology can also provide personalized teaching support to meet the learning needs of different students. However, teachers face challenges such as insufficient equipment and lack of professional training. Therefore, how to organically combine information technology with traditional teaching methods to maximize its teaching benefits is a common concern among teachers. Teachers' perspectives directly influence the effectiveness of information technology in education, and their positive attitudes and effective application can significantly improve teaching quality and students' learning experiences. Understanding teachers' views on information technology can provide valuable insights for future educational reforms and technology promotion.

References

Abbas, S. A. (2018). **Entrepreneurship and information technology businesses in economic crisis.** Entrepreneurship and Sustainability, 5(3), 682-692.

Abubakre, M. (2022). **The impact of information technology culture and personal innovativeness in information technology on digital entrepreneurship success.** Information Technology and People, 35(1), 204-231.

Jiang, L. (2016). **Exploration of the reform path of research-based piano teaching courses in teacher training institutions.** Art Research, 2016(1), 126-130.

Lee, S. (2021). **Young adults' mental illness aesthetics on social media. International Journal of Cyber Behavior.** Psychology and Learning, 11(2), 13–32.

Liu, Y. (2017). **Application and Thinking about Micro-Lesson -A Case Study on the Application in Staff Training.** International Journal of Learning, 3(4), 272–275.

Ma, S. (2016). **Development of a cooperative micro lesson study learning model to teaching creatively and teaching for the creativity of engineering students.** World Transactions on Engineering and Technology Education, 14(2), 322- 326.

Peng, H. (2016). **Research on micro-lesson resource service platform and resources scheduling model.** International Journal of Grid and Distributed Computing, 9(5), 265–272.

Phan, T. (2020). **Assessment of information technology use competence for teachers: Identifying and applying the information technology competence framework in online teaching.** Journal of Technical Education and Training, 2(1), 19–22.

Yi, G. (2022). **The value of music in liberal arts education and integrating musician into a music appreciation course.** International Journal of Christianity and Education, 26(3), 253–266.

Zhang, L. (2022). **Integration of Information Technology into Music Education to Cultivate Creative Thinking Among Middle School Students.** Journal of Contemporary Educational Research, 6(1), 93–98.

Zhu, L. (2021). **Exploration on the application of multimedia technology in basic piano teaching in colleges and universities.** School of Music, Hunan City University.