Private Piano Teaching and the Changing to Online Education in China

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Abstracts

The rapid development of the Internet has further promoted the vigorous development of online education. As early as 2020, Many training application platforms were launched. After the epidemic, teachers are also doing online piano teaching. Based on the particularity of piano performance as a performing art, it is not easy to achieve the complete effect of face-to-face teaching only through online teaching. Therefore, in the relatively stable epidemic stage, the hybrid piano teaching method combining online and offline is the more effective method.

Keywords: Private Piano Teaching; Online Education; China

Introduction

Piano music work with the Chinese national style created based on Chinese traditional music culture by absorbing and using Western piano music creation techniques. In recent years, more and more scholars have paid attention to the importance of piano teaching and national music culture education. This idea of nationalizing piano education has positive practical significance for spreading Chinese national music culture and cross-cultural music education. The researchers have compiled the key points of various scholars' discussions on this issue.

The current situation of ignoring the teaching of Chinese piano works in piano education, pointing out that "compiling systematic Chinese style piano etudes, composing and publishing more Chinese piano works. Teaching Chinese piano students according to the aesthetic and psychological characteristics of Chinese music culture and embodying the educational idea of Chinese music culture as the mother tongue in piano teaching."

Cross-cultural music education is a trend in the context of the globalization of music education today", points out the limitations of people's understanding of Chinese culture, and proposes that "with the help of the piano. This Western musical instrument has developed and integrated with China in a century. It has become an important carrier reflecting Chinese people's modern thinking and aesthetic orientation and has become an integral part of Chinese musical tradition (Tu, 2011 : 38-39).

The pursuit of authentic performance of musical works is a historical process of constantly questioning and enriching the meaning of works in the process of musical and cultural inheritance for music education in Chinese colleges and universities in piano teaching. Through teaching Chinese, piano works let students learn more about and understand China's traditional music culture, overcome the shackles of a single Western musical language, and broaden their horizons. Only by grasping the cultural spirit embodied in Chinese works on the basis of establishing their own cultural identity can students pass this stage of learning, strive to meet the requirements of authentic performance in the second creation, and have the characteristics of individual performers (Shen, 2019 : 192-194).

The relationship between piano performance technology and culture

The relationship between piano-playing technology and art always has concerned piano educators. Putting piano performance technology in a cultural context to observe their relationship provides a new perspective. The key points of the scholars' research on the relationship between piano performance technology and culture are as follows:

The importance and methods of attaching importance to piano music culture training from three aspects: reading scores, understanding composers, and grasping the background of works given the current situation of heavy technical training and light music culture training that are common in piano teaching, and then provided a certain reference for better training, learning, and performance of piano music. The curriculum reform of the music education major of higher teachers must come out of the fence of the one-sided pursuit of 'technology,' and carry out the cultural transformation of music courses for senior teachers in today's cutting-edge educational concepts and cultural observations." "It is necessary to get out of the one-sided pursuit of 'technology' and carry out a cultural shift in the music curriculum of higher education teachers in today's cutting-edge educational concepts and cultural observations."

Piano teaching with cultural understanding is a kind of holistic teaching, that is, to guide students to understand and deal with piano musical works from the cultural aspect. At the same time, teach the cultural background of the evolution of piano playing skills to cover up the drawbacks of simply teaching piano playing skills to see things without seeing people (Yan, 2015 : 6).

The teaching of piano courses in social music education

China's earliest research on piano course teaching began in Mr. Liao Naixiong's 1979 paper "Trying to talk about several basic links of piano teaching", which is the pioneering work of Chinese piano teaching research, Ying Shizhen's "Piano Teaching Method" in 1990 is the earliest piano teaching theory work, since then more and more music educators have carried out research on piano course teaching, and a number of high-quality piano teaching methods have emerged: Situ Bichun's "Piano Teaching Method" in 1999, Zhang Jianguo's "Piano Teaching Method" in 2004 Introduction to Piano Basic Teaching", Dai Baisheng's "Normal Piano Teaching Method", Fan Hexin's "Piano Teaching Theory" in 2006, Jin Ying's "Teaching and Performance of 'Piano Basic Course' Repertoire in 2007", Liu Qinggang's "Yang Jun Piano Teaching Art" in 2007, Huang Dagang's "Zhou Guangren Teaching Art" in 2007, etc. Among them, Fan Hexin's "Piano Teaching Theory" by Fan Hexin of China Conservatory of Music in 2006 is a comprehensive, theoretically in-depth and practical work on the law of piano teaching from the perspective of education and psychology in China.

The relevant works on the teaching of children's piano courses include: in "Questions and Answers on Piano Teaching for Children" makes a specific explanation of some problems in children's piano teaching in the form of questions and answers from the perspectives of children's physiology, psychology and education, Tong Daojin and Sun Mingzhu "Children's Piano Learning Guidance" start from the psychology of children's piano learning, expound the relationship between intellectual and non-intellectual factors in piano learning, and elaborate on the correct practice methods for learning piano, cultivate good piano practice habits, and standardized playing skills; Weittinger's "Piano Learning Guide - 388 Questions about Piano Learning" discusses the author's views on the art of piano performance in the form of questions

and answers, and comprehensively answers the common questions in piano teaching; Li Min and Zhou Haihong's "Children's Piano Learning Guide" systematically analyzes the technical training and psychological operation problems in the process of children's piano learning from the perspective of psychology and pedagogy, but Zhaoyi's "Children's Piano Learning Guidance" is divided into three parts: "Preschool", "Introductory" and "Basic" to explore the problems related to children's piano learning, and answers the questions in teacher and parent counseling (Gao, 2016 : 65).

In addition, since the 80s of the 20th century, due to the rapid development of piano teaching in social music education, the research on children's piano music teaching has also increased rapidly, reaching more than a thousand articles, which can be roughly divided into the following categories: children's piano learning interest and motivation research; Piano teaching methods for children; Research on children's piano teaching mode and group lessons; Piano teaching philosophy for children; Research on piano teaching materials; Piano examination studies; Research on piano education and teaching for children abroad.

Hybrid teaching in piano course

1. On the development of blended teaching research abroad

Hybrid teaching is not a new teaching method or theory, but with the deepening of education informatization, it has gradually received universal attention. *Blended teaching* is a strategy combining different learning theories, technologies and methods, and application methods to implement the teaching. It mainly refers to the organic integration of the two typical teaching forms of face-to-face classroom learning and online learning. With the rapid development of higher education informatization, information technology is changing the way students learn at an amazing speed. Online learning has unique advantages, such as rich multimedia resources, convenient collaborative communication, and friendly interaction. However, it cannot completely replace classroom teaching, and with the deep participation of teachers, the learning effect is better than expected (Zhang, 2018 : 8).

In the United States, the schools use a large amount of data on the use of blended learning as a sample to build a theoretical framework for blended learning and provide educators with tools and methods for blended learning. It integrates the dual experience of online learning with traditional classroom learning, allowing teachers to tailor teaching to students or start classes remotely. To provide systematic methods and guidelines for the new generation that has grown up in the Internet environment regarding access to knowledge and speed. In 2007, "Online Learning Method Collection: 95 Verification Methods for Improving Technology and Blended Learning," The online Learning Idea Book provided many methods for blended learning, enriched the content of blended learning, and greatly helped its popularization and dissemination.

1) Research status of blended teaching in China

In 2003, Professor He Kekang introduced "Blended Leaning" and "blended learning, or blended teaching" in China, which caused an uproar in the domestic education circles. In addition, research on blended teaching has emerged, the introduction of its new teaching model and how to apply it to the modern classroom. Many reform proposals for teaching reform have been proposed in light of the situation. Among the research works, Huang Ronghuai et al. edited the book "The Theory and Practice of Blended Learning," which introduces the theory and practice of blended learning. The conceptual chapter mainly introduces the characteristics of BL teaching strategies, the four key links of the BL teaching

process, the role change of teachers and new competency structures, virtual learning environments, and their role in BL. The design section mainly introduces the preparatory work before the BL is launched. The implementation chapter mainly introduces the specific implementation of the four key links in BL teaching. Each session revolves around "Why do you do this?" and "How?" These two core issues are developed and accompanied by corresponding cases. This impacts traditional classroom teaching, and he not only raises questions but also puts forward many methods and cases of blended teaching in this type of writing, which provides methodological guidance for our use of blended teaching. With the introduction of this teaching model, some research results on this aspect have been found in the thinking and practice of this model (Yuan, 2013 : 88).

In 2014, He Kekang and Zhao Keyun et al. published "Thinking and Practice of Hybrid Teacher Professional Development Schools (B-PDS)," arguing that based on the analysis of the actual difficulties teachers' professional development schools face. It is believed that the information commission teacher professional development schools provide conditions for in-depth development, which proposes hybrid teacher professional development schools and discusses their value. Some theoretical basis is provided for blended teaching.

In March 2015, the General Office of the Ministry of Education issued the "2015 Education Informatization Work Points", which pointed out: "Adhere to the core concept of promoting the deep integration of information technology and education and teaching." Blended teaching and flipped classrooms conform to this concept of teaching reform and bring new ideas to curriculum teaching.

In addition, the research on blended teaching is more about the practice of a classroom and the exploration of a module, such as Chen Yi's "Design and Application of Flipped Classroom Teaching Based on Blended Learning"; Zhang Qiliang, Wang Aichun, "Research on a New Hybrid Teaching Model Based on "Flipped Classroom"; and other papers made an innovative design for the flipped classroom of blended teaching.

With the development of modern teaching, advanced teaching models from Western countries have been introduced into China, and blended teaching models have emerged first from the United States. In 2003, Modern Chinese education scholars have become very interested in this and have done much-related research. It mainly discusses a model or case, such as flipped class or activity-oriented classroom, and explores its help in education. In addition, there is an analysis of the blended teaching model of a certain subject. Generally, it is mainly aimed at a single module for a segmented study. A relatively systematic and comprehensive blended teaching model has yet to be formed. In China, many places have adopted blended teaching methods. However, the promotion and use as a teaching model have yet to form a more mature theoretical system support, so on the theoretical basis of blended learning and blended teaching. A theoretical system of blended learning and blended teaching can be formulated in a multi-faceted way for the analysis of the academic situation of students at all stages, from primary education to higher education.

The online and offline hybrid teaching mode integrates the advantages of traditional and online teaching, emphasizing the use of information technology to create an ideal learning environment. Its core is to emphasize the organic unity of students' main position and teachers' leading role and pay attention to the autonomy and creativity of the two. Teachers can use diversified teaching strategies and technical means to carry out multi-dimensional teaching according to different situations, problems, and requirements. This model positively improves students' independent learning ability, thinking quality, and comprehensive language ability,

which can promote teaching quality and cultivate students' core subject literacy (Tu & Yan, 2019 : 110-116).

2. The role of Internet technology and background in piano teaching reform

Regarding the research on the reform role of Internet technology in piano teaching in colleges and universities, the use of Internet technology, first, can effectively narrow the distance between teachers and students, so as to build a harmonious classroom teaching atmosphere; Second, new teaching methods such as micro-lessons can be used to promote the innovation of piano teaching methods in colleges and universities and improve teaching efficiency; Third, it can further integrate multi-party teaching resources and extend classroom teaching to extracurricular, so that students can learn independently, break the limitations of time and space, and learn anytime, anywhere; Fourth, not only students can use Internet technology and online teaching resources to improve themselves, teachers themselves can also use network resources to achieve self-improvement, and schools can also use Internet technology and resources to strengthen teacher construction; Fifth, students can perform piano performances through live broadcasts, or let students record relevant videos by themselves, which not only enriches students' practical activities, but also enhances students' performance awareness and performance ability (Yu, 2014 : 71-72).

In the research on reform countermeasures, researchers first affirmed the importance and necessity of using Internet technology and Internet thinking for teaching reform. On this basis, some researchers discussed reform countermeasures from the advantages of Internet thinking and technology. Some researchers start from the disadvantages of traditional teaching models to explore relevant reform countermeasures. Some researchers first compare the traditional teaching model with the teaching model in the Internet era and then discuss relevant reform countermeasures (Shen, 2019 : 192-194).

Starting from the advantages of Internet thinking and technology, the main application teaching modes are micro-courses and MOOCs. These teaching modes can also be well integrated into college piano teaching, integrating the Internet teaching mode into college piano teaching and then carrying out teaching reform based on this, which can broaden students' musical vision, provide a better learning and exchange platform, improve teaching effect this well. Changing teachers' concepts, strengthening students' independent inquiry, and strengthening teacher information training are necessary (Yan, 2017 : 8).

Starting from the disadvantages of the traditional teaching model, first outline the shortcomings of traditional college piano teaching and point out that the "Internet +" era has brought many advantageous conditions. If these advantageous conditions can be well made up for the shortcomings, so that teaching can fully reflect the subjectivity of students, if network resources can be well used, it can stimulate students' initiative and creativity. Tong Li put forward the teaching countermeasures of remote online tutoring and pointed out that to improve teaching fun. However, in order to make good use of the advantages brought by the "Internet +" era, piano teachers in colleges and universities need to have a high level of informatization, be able to identify high-quality network resources for students, and systematize these high-quality resources, rather than allowing students to accept inefficient fragmented learning (Wang, 2013 : 32-33).

The Internet era is a new era, all walks of life are changing, and college education should also keep pace with the times, using advanced technology to reform teaching content and teaching mode. Under this background, he analyzed the application concept of piano teaching in colleges and universities in the Internet environment and its main characteristics,

and on this basis, summarized the shortcomings and problems of piano teaching in colleges and universities, and finally combined with relevant application concepts, proposed countermeasures and methods such as the use of multimedia teaching and social software, the use of network platforms such as "micro-lessons," and the integration of network resources for these problems, pointing out that these countermeasures and methods can improve students' classroom concentration, strengthen teacher-student interaction, and promote the combination of theory and practice (Han, 2017 : 187-188).

Under the background of the Internet era, modern advanced technology has provided all-round technical support for the international development of piano education in colleges and universities; based on analyzing the role of Internet promotion, Zhang Tingting explored the relevant countermeasures in combination with the internationalization trend of piano education in colleges and universities. Compared with other studies, Zhang Tingting's research perspective is more novel. In general, compared with China, the Western piano education system is better and promotes the international development of piano education in China's colleges. With the help of Internet-related technology, universities are also an effective way to improve education and teaching (Tu, 2011 : 38-39).

Yang Huizhang (2019 : 84) also started from the current teaching problems and proposed reform and optimization measures to build a teaching platform. Teacher-student role, and classroom temporal and spatial boundaries and proposes teaching reform countermeasures such as video teaching content and diversified teaching methods. There needs to be more literature from the perspective of comparing the traditional classroom and the Internet. More researchers are exploring the difference between the two with a clear point of view.

Presently, there needs to be more research on piano teaching reform under the Internet background, and the research perspective is relatively one-sided, mostly based on theoretical research, lacking practical related research. The research methods are also mainly based on theoretical analysis, and the research methods are relatively single. Although the research is mainly based on countermeasure research, the depth of the research content is generally insufficient, often discussing countermeasures in a more general way, lacking more specific case analysis, and the discussion of countermeasures does not reflect the professional characteristics of piano teaching, lacking innovation, often borrowing the countermeasure conclusions of other professional teachings.

Conclusion

The Internet era is new; all walks of life are changing, and college education should also keep pace with the times, using advanced technology to reform teaching content and teaching mode. Under this background, he analyzed the application concept of piano teaching in colleges and universities in the Internet environment and its main characteristics, and on this basis, summarized the shortcomings and problems of piano teaching in colleges and universities, and finally combined with relevant application concepts, proposed countermeasures and methods such as the use of multimedia teaching and social software, the use of network platforms such as "micro-lessons," and the integration of network resources for these problems, pointing out that these countermeasures and methods can improve students' classroom concentration, strengthen teacher-student interaction, and promote the combination of theory and practice.

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