

The study of piano teaching method in music class at Xueyi middle school Guangdong in China

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Abstract

This study aimed to study of piano teaching method in music class at Xueyi middle school, Guangdong, China. This study adopts qualitative research, observes students' classroom performance, and interviews music teachers and makes records. Through the above literature research, various piano teaching methods are synthesized and applied to the music class of Xueyi Middle School. Observing the feedback of all music students in class, making observation.

The research findings found that the principles and applications of various teaching method, Solo method, Decomposition and ensemble teaching method, Solfeggio ear training. Ability-building pedagogy, Skills practice teaching method. These are important teaching contents that can help students learn piano well. in addition to expounding the practical teaching methods, it also expands the research on students' thinking, interests, further studies, employment and other issues, and explains to readers what other aspects of teaching can help students besides practical activities.

Keywords: The teaching practice; Piano Accompaniment Skills; Choral High School Students; Taiyuan Art School; China

Introduction

With the improvement of living standards, music has become more and more closely related to people's daily life and work. In the process of students' learning, the school pays more and more attention to music teaching. Piano education is an important content in music teaching. With the continuous development of piano education, graduates of professional colleges can no longer meet the society's demand for piano teachers. Today, when strengthening the popular education of national music quality, it is necessary to pay attention to the understanding of the essence of piano teaching and the role of piano teaching in music education, so as to finally promote the healthy development of piano education (Chen, 2017).

There is a close relationship between piano teaching and music teaching, and piano belongs to the scope of music education. Therefore, some problems encountered in the process of piano teaching also belong to the problems of music education. (Liao, 2013). At present, in addition to national music education, piano teaching also includes professional music education. In music art teaching, piano teaching belongs to the category of professional music education, and its goal is to cultivate piano professionals. Most of the piano courses offered in colleges and universities are to learn the basic knowledge of piano, which is an important

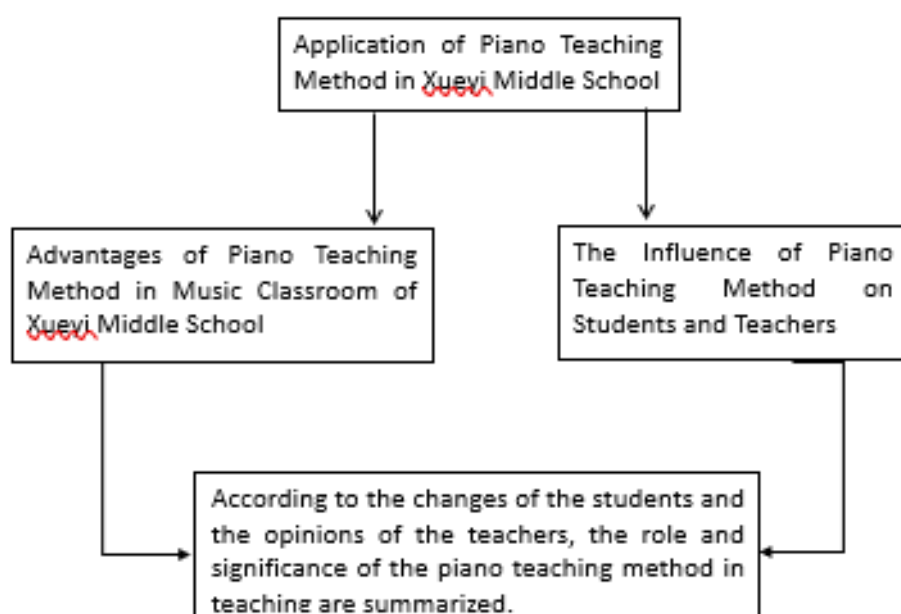
content of national education. It is aimed at the majority of students, and its goal is to improve students' music literacy (Zhang, (2019).

In piano learning, it is necessary to use both hands and brain. There must be a complete melody in the mind, the hands must strike the keys, and the pitch and speed must be mastered during the performance (Zheng, 2019). From this perspective, piano learning has an important role in developing people's intelligence and other aspects. important role. Music is the carrier of the performer's emotions. Through piano learning, teachers can understand the emotional state of students (Wang, 2021). Piano learning allows students to create an elegant artistic realm through music. Generally speaking, piano teaching is an important part of music teaching, and the two influence each other.

Research Objectives

To study of piano teaching method in music class at Xueyi middle school, Guangdong, China

Conceptual Framework



Research Methodology

This study adopts qualitative research, observes students' classroom performance, and also interviews music teachers and makes records. Through the above literature research, various piano teaching methods are synthesized and applied to the music class of Xueyi Middle School. Observing the feedback of all music students in class, making observation sheets. The observation table records in detail the learning content, learning progress, learning results, and creative and innovative abilities of the observation target. The observed contents include: curriculum standard, actual situation of students, teacher's piano teaching method, and whether the teaching goal is achieved. Finalize and summarize. Interview the teaching teacher in the

music class, discuss the students' piano learning situation and the degree of understanding and love of the piano teaching method, and make an interview form.

Research Scope

Location: China Meizhou Xueyi middle school, China

People: middle school students、 piano teache

Content field:Piano Teaching teaching method Difficulties in piano teaching

Research Findings

According to the interview results and the interview with the main course teacher, the following conclusions are drawn:

According to the results of the interview, it can be seen that the students are quite proficient in mastering the less difficult etude "Czerny 599". When students face the moderately difficult etude "Czerny 849", they also have a high degree of confidence in the performance of the etude. When students deal with the more difficult etude "Czerny 749", they can also play it calmly. Compared with the past information and achievements of the students fed back in the interview with the teacher, it is concluded that the students have shown adaptation and love in the teaching of the new piano teaching method, and their performance level and learning ability have also been improved. Teachers' communication and interaction have also become frequent, and the desire to actively learn music or piano has sprouted. This is undoubtedly the greatest affirmation of the piano teaching method and the teacher.

The research, practice and significance of piano teaching method carried out by Guangdong Meizhou Xueyi Middle School are as follows:

Application of Different Piano Teaching Methods in Teaching

Piano teaching is an art that requires rich experience and technology, and it requires piano teachers to have strict discipline, professional knowledge and teaching skills. In piano teaching, teachers should not only pay attention to the teaching of the basics of music theory, but also take into account the speed and slowness of students' learning progress, and teach students in accordance with their aptitude. Develop students' listening ability, expressive ability, coordination ability and self-learning ability. Here are some common piano teaching methods:

Solo method :

This teaching method is designed for beginners. By teaching basic piano music, students can master the basic playing skills of the piano, such as:

Finger skills: Piano performance requires flexible and coordinated fingers. Practicing finger skills can be practiced through alternate playing, spanning, and interludes between notes.

Rhythm and speed: Rhythm is the basis of music, and players need to pay attention to the sense of rhythm. At the same time, moderate speed is also very important.

Volume control: The volume of the piano is controlled by the strength of the keys. The player needs to pay attention to the volume control to avoid excessive or too light.

Decomposition and ensemble teaching method:

This teaching method mainly improves students' performance skills by guiding students to decompose, ensemble and perform music, while allowing students to develop musical coordination and expressiveness. for example:

Coordination and balance: Piano performance requires the coordination and cooperation of the left and right hands. At the same time, the left and right hands need to maintain balance, and one hand cannot be overemphasized.

Transposition and finger-changing: In the process of performance, sometimes it is necessary to transpose or perform finger-changing operations. Players need to consider how to achieve smooth transposition and finger-changing skills.

Separation of voices: When a piece of music has multiple voices, the performer needs to pay attention to separate the voices to make the music more colorful.

Solfeggio ear training:

This teaching method is mainly to guide students to learn how to read the staff, and to sing the correct melody according to the rhythm of the notes on the staff. On the contrary, guide students to identify the notes and rhythms in the melody through imitation singing without looking at the music score. There are mainly the following ways :

1. Rhythm training: including practicing rhythm sense, rhythm memory and rhythm singing.
2. Harmony training: through practicing harmony singing and harmony memorization, students can improve their ability to hear, identify and master harmony relationships.
3. Interval training: including practicing singing pitch and accurately identifying intervals.
4. Voice part training: By practicing the singing of each part, students can improve their understanding and performance of the overall effect of music.
5. Repertoire singing: Combining the above training, perform repertoire singing to improve students' singing skills and expressiveness.

Solfeggio ear training requires quantitative training methods and strict feedback mechanisms to achieve the best results. At the same time, it is also necessary to persist in long-term practice and love and focus on music.

Ability-building pedagogy:

This pedagogy focuses on developing students' skills through creative exercises such as:

1. Problem-oriented teaching method: Teachers guide students to think, research and explore relevant knowledge by asking questions, and discover and solve problems from them, so as to improve students' thinking ability and innovation ability.
2. Project-driven teaching method: The teacher divides the students into groups, and each group is given a project, and the students are required to complete the project in teamwork, and through practice to accumulate experience, solve problems, and sum up experience, students' practical ability and teamwork ability are improved.
3. Case teaching method: Teachers guide students to analyze and solve problems by selecting actual cases, and explore the rules, reasons and solutions from them, so as to improve students' analytical ability, comprehensive ability and problem-solving ability.
4. Interactive teaching method: Teachers cultivate students' critical thinking and exercise students' expressive and communication skills through interaction, discussion, and practical operations.
5. Virtual simulation teaching method: Teachers use tools such as virtual simulation software to allow students to perform practical operations or solve problems in virtual reality, so as to improve students' practical ability and innovation ability.

The ability-building teaching method is a teaching method that mainly focuses on the cultivation of students' abilities. Its focus is not on imparting knowledge, but on cultivating

students' thinking ability, innovation ability, problem-solving ability and practical ability. Although the above-mentioned ability-building teaching methods have different emphases, the purpose is to improve students' ability and cultivate students' comprehensive quality.

Skills practice teaching method:

This teaching method is mainly to improve students' performance ability by practicing specific skills, and to teach students to inject emotion and express emotions in performance. There are several methods as follows:

1.Expression and emotion: Piano performance is a highly artistic performance, which needs to express emotion through music, and the performer needs to pay attention to the expression of expression and emotion.

2.Color and timbre: The timbre of the piano can produce different sound effects through different key hitting methods, and the player can express more emotions by using different timbres reasonably.

3.Performance skills: Piano performance also includes some specific performance skills, such as portamento, tremolo, consonance, etc. Players need to master these skills proficiently and use them in the performance process.

4.Emotional communication: Finally, the purpose of piano performance is to convey the work to the audience, and the performer needs to convey the essence of the music to the audience through his own performance and emotional expression.

The training of performance skills can make students' performances more enjoyable, and the practice of timbre is conducive to the perfect presentation of the details in the works, and it is also conducive to the deep expression of the works and the emotions they want to express. The fluctuation of personal emotions during the performance and its substitution into the work, using appropriate body language or facial expressions to match the corresponding emotional picture of the work, can show the essence of the work to the audience, and can also arouse the emotional fluctuations of the audience. This is music The essence of the show.

Open minded and progressive

As a new course offered by technical secondary schools, piano has inherent requirements related to market development. Today, piano has developed into one of the basic professional sciences in technical secondary schools. Piano education is mainly to cultivate students' playing skills, and any learning of piano theory must be manifested through students' performance. However, the performance of the students is not completely in accordance with the scores of their predecessors, because in order to become an excellent pianist, one must know how to innovate and develop, and the piano education in technical secondary schools is generally for the initial stage of students' piano learning. Students' future learning attitudes and learning styles have a key influence. Therefore, the open-mindedness and progressive nature of piano education must be reflected in piano teaching in technical secondary schools. Open-mindedness means that the piano is a global musical instrument, and it is the common culture of mankind. Therefore, piano education should not be limited to domestic or foreign piano education models, but should learn to take the essence and discard the dross. Piano teaching needs to encourage students to be open-minded in their thinking and understanding, so that they can learn more about the cultural connotations of different countries and regions, break the local enthusiasm, and be able to learn piano knowledge from the perspective of the world; the concept of progress: piano teaching in In the middle school stage, we should

cultivate students' good piano feelings and sentiments, so that they have advanced awareness in understanding the piano, that is, they can actively develop innovative piano sentiments based on the existing piano theoretical knowledge, such as when playing piano pieces. , can let students develop their creative thinking, encourage them to play in a variety of forms, and let them experience different playing styles, and guide them to progress and develop their understanding of the piano.

Integrate education into teaching

Piano teaching requires teachers to pay more attention to the moral education of students, because the psychological characteristics of technical secondary school students are immature, they do not have a correct understanding of life, study and communication with others, and teachers need to give them guidance and help. Therefore, teachers should integrate moral education into the overall structure of teaching work. Specifically in the piano education class, teachers should focus on the connection between the subject matter of piano education and students' inner activities, and let students understand the true meaning of life, learning attitudes, and principles of life through piano teaching content. For example, teachers can let students play Mozart's "Smile with Tears" By playing this passage, students can learn Mozart's positive and strong attitude towards life; Beethoven's yearning for music and the will to fight against difficult environments wait. Specific features of teaching activities:

Pay attention to the cultivation of students' interest.

Interests and hobbies are the motivation to stimulate students' learning and the driving force for students' learning progress. The process of piano learning is very boring, especially in the piano learning stage of technical secondary schools. Piano learning in technical secondary schools is generally the stage when students are new to the piano. Their learning at this stage is mainly boring keyboard exercises. It can be said that this process is very boring to master the most basic sitting posture for playing the piano, so if there is no great interest in learning, students will not be able to persist in learning the piano, and even if they persist, they will not be in the piano industry. Obtain advanced attainments. Therefore, in the process of piano teaching, teachers' pay more attention to the cultivation of students' interest in piano. In order to improve students' interest in learning piano, teachers usually adopt a mode of integrating multiple teaching methods. Teachers will according to different students, Different teaching content adopts different teaching methods. For example, when explaining new knowledge, the teacher will generally fully explain the emotion of the piano music, improve students' feelings about the inner culture of the music, and enhance students' understanding of the essence of the music content; For the study of music with world influence, teachers can also learn from film and television works, allowing students to observe the actual performance of pianists.

Emphasize the divergent innovative thinking of students

The purpose of piano learning in technical secondary schools is to improve students' artistic cells and provide a good foundation for students' future study. The most important thing is to use music to improve students' intelligence, because music learning has a positive effect on human intelligence development. Influence, music can improve people's memory. The improvement of human intelligence is the process of improving innovative thinking. Therefore, in piano teaching, it is more important to cultivate students' innovative thinking. Innovative thinking is the essential requirement of piano teaching. In addition to requiring students to master the most basic In addition to playing knowledge, students are also required to creatively

develop existing music, through innovation and development, to achieve the integration of traditional piano music and modern piano concepts, and ultimately improve their knowledge and ability.

Combining theory and practice to meet employment needs

Secondary school education is different from general vocational school education. While learning this theoretical knowledge, secondary school education needs to focus on cultivating students' employment practical ability. Therefore, teachers will not focus on improving students' employment rate in the teaching process, but will fully consider the social adaptability of students' piano skills teachers will focus on the cultivation of students' experience in the teaching process. And piano teaching is also a combination of practice and experience. Whether it is in school or in future work, it is not separated from theory and practice at any time. From the beginning of learning piano, students need to learn theoretical knowledge at the same time, it is necessary to strengthen practical exercises, because piano teaching is a teaching activity that can be applied to all organs of the whole body. It requires the simultaneous cooperation of eyes, fingers, ears, feet, heart and brain. The traditional teaching methods and methods of other subjects cannot adapt to the piano teaching work. At the same time, piano learning must require students to practice continuously and accumulate certain experience through practice.

Recommendation

Theoretical Recommendation

Suggestions for music classes: "Interest is the best teacher for children", so teachers should start cultivating children's interests. Learning music is a long-term thing, and you should not rush for success. Teachers should master students' psychology in order to get along with students better. "Teacher and friend" is the most harmonious relationship between teachers and students. It not only has the majesty of the teacher, but also makes students feel approachable. Aesthetic education is also an important part of education. Educational policies should adjust aesthetic education to make aesthetic education an indispensable part of quality education. Schools should allocate class hours reasonably, and prevent teachers of the main courses from occupying class hours for hard work, art, physical education, computer and other courses, and build special activity rooms for music, art, physical education, computer and other courses in the school. Students should be encouraged to participate in music, art, and sports activities in the community, and student groups should be set up for evaluation. Bringing aesthetic education into the community will make the city more lively and increase students' interest.

Practical Recommendations

It is hoped that future research can be "people-oriented", start with the needs of students, and start research under the premise of ensuring students' wishes. Research should fundamentally solve the problem, and we should not choose a short-term solution to the problem in a hurry.

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