

Influence of Information Technology on College Piano Course Teaching Model

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ABSTRACT: *With the development of information technology age, most patterns of college piano teaching have not adopted to talent cultivation demand in new period. Therefore, we need a brand new teaching pattern based on information technology. This paper discussed the development trend of future college piano teaching pattern combined with teaching practice, and conceived and analyzed four new teaching models including pattern of participation and experience, pattern of exploration and inspiration, pattern of self-study and guidance and pattern of cooperation and competition.*

Categories and Subject Descriptors

I.6.5[Model Development]; Teaching model: K.3.1[Computer Uses in Education]

General Terms:

Model building, Computer Uses in Education

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1. Introduction

Good and mature teaching pattern can provide clear teaching thinking for teachers with its intuition, and achieve good teaching effect [1]. Therefore, the research on teaching pattern drew more and more attention from education field. Meanwhile, with the enrichment of various

education theories and boost of basic music education reform, college piano teaching pattern also presents new development trend. It mainly presents in the following aspects:

1.1 Student-Oriented Trend

New education concept advocates establishing teaching pattern with student as main body and center [2]. Teacher is just the guider and helper of students. For example, if student is interested in playing melody in some style, he can actively propose it to teachers, then obtain targeted guidance, thus improve teaching quality.

1.2 Dialectical Unity of Generality and Operability

Generality refers to form, content and classification of teaching pattern. Form should be concise and orderly; content should be condensed and extracted; classification should be diverse and organized [3]. Operability refers to provide a clear and rational program clue for teachers for reference to fulfill teaching step by step in specific implementation. Dialectical unity of these two is the unity of theory and practice. Generality provides theoretical basis for operability while operability provides theoretical practice for generality.

1.3 Develop from Traditional Method to Modern Technology

With the development of science and technology, the application of various digital technologies will become the development mainstream containing piano teaching [4]. The application of digital technology makes students

personally on the scene, fully arouses visual sense, auditory sense and, tactile sense of students and deepen their inspiration and understanding on music, thus they can better experience music works.

1.4 Develop from Unicity to Diversification

Traditional teaching pattern is single, but learners will generate many demands on teaching pattern since their personalities are different [5]. Especially for piano teaching, gift, physiology and personality of students are all different and the teaching pattern should vary with each individual. Obviously, the traditional and single teaching pattern can not adapt to all teaching needs. Even the same student need different teaching pattern, which can help them generate learning interest from several aspects. It is a presentation of transforming from unicity to diversification. Teachers and students have multiple choice, thus improves teaching quality.

2. Research on All-In-One Teaching Pattern Innovation in College Piano

Through the research on the developing trend of college piano teaching pattern, we can find that the previous single and traditional teaching pattern has not adapted to teaching requirement, thus a series of brand-new diversified teaching pattern is needed to promote the development of college piano teaching [6]. This paper summarized a pattern that combined the following four teaching patterns through study of relative theory and experience of teaching practice:

2.1 Pattern of Participation and Experience

Pattern of participation and experience refers to students and teachers participate in teaching activity with equal identity in piano teaching, students deep experience piano music under the guidance of teachers and share their feeling with teachers, and teachers find merits and demerits of students and offer targeted guidance, as shown in Figure 1. In the process, student can not only solve their problems on technical learning, but also deeply participate in music activity and experience the music, thus improve their learning interest and music aesthetic ability. This teaching pattern mainly contains lead-in, experience, application and feedback. In lead-in stage, teachers rationally enlarge based on the practical teaching content and inspire students' interest on studying in several aspects, thus to lay a good basis for the next step experience. Experience stage refers to inspiration and understanding of piano works. With the help of relative knowledge, students have had a general recognition on works. At that moment, teachers can adopt methods of demonstration or playing audio/video for students to experience works and form their own special feeling. Application stage is the detailed presentation of learned knowledge and emotion experience, that is, students play the work according to their own means. In feedback stage, teachers and students exchange sincerely after the student give an instrument performance, including technology, emotion experience and finally music

knowledge, music experience and music skills of students improve. For example, give an instrument of Chopin's work. In lead-in stage, teachers can start from the great patriotism of Chopin and then play some video data of play of Chopin's work to help students to experience the patriotism. When playing, students can reflect consciously. After the performance of students, teachers exchange and discuss with students, thus to improve feeling and experience of students and desire of creating music and inspire their learning activity and enthusiasm.

2.2 Pattern of Exploration and Inspiration

Pattern of exploration and inspiration is a pattern that centers on problem solving, as shown in Figure 2. According to the practical situation of teaching, teachers should set problems with different levels of difficulty and guide students to explore and perceive on their own. Finally, students solve the problem with their own effort. This teaching pattern is the detailed presentation of constructivism, that is, study is the process that learners construct by themselves. Pattern of exploration and inspiration contains lead-in, attempt, advice and summary. Lead-in is that, teachers set problems for students with different level of basis according to the teaching practice; attempt is that, students make initial exploration on problem solving according to their own idea and understanding; advice is that, teachers give guidance in time when students meet bottleneck in exploration process; summary is that, teachers and students discuss the exploration result together. In teaching process, teaching pattern of exploration and inspiration is adopted against the situation that students have a prejudice and indifference against Chinese piano works: first, students are asked to write why they do not like Chinese piano work, whether it is necessary to learn the performance of Chinese piano works and the difference between playing Chinese piano works and western works. Most students thought that, it is necessary to play Chinese piano works and attention should be drawn to the special expression of aesthetic taste in Chinese piano works. In addition, they also make many explorations on playing Chinese works. We should hint the students who worry about the perfect of various skills that, Chinese piano works have the characteristics of Chinese traditional culture, it is important to present the pursuit of aesthetic and there is no need to expect skills to be perfect. Finally, students fulfill the exercise of Chinese piano works, obtain new aesthetic experience and improve their exploration ability with their own exploration and the guidance of teachers.

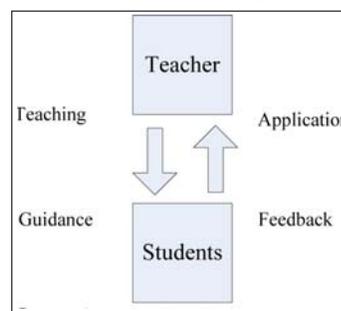


Figure 1. Pattern of participation and experience



Figure 2. Pattern of exploration and inspiration

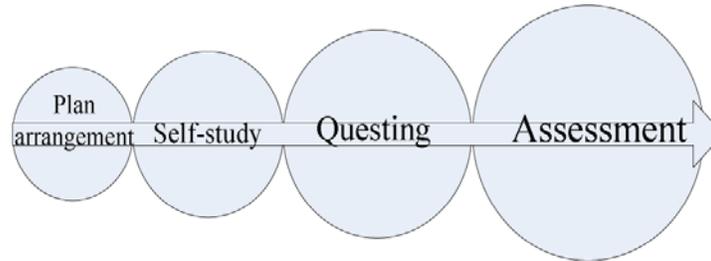


Figure 3. Patter of self-study and guidance

2.3 Pattern of Self-Study and Guidance

Pattern of self-study and guidance refers to take students' self-study as primary and teachers' guidance as complementary in piano teaching and this teaching pattern is throughout the whole study process, as shown in Figure 3. Its biggest difference compared with the traditional teaching pattern is that, teaching as primary in the past transforms into self-study and guidance as primary and the independence of students' studying is emphasized. In piano teaching, every student has his own potential independent learning ability and presentation desire. Therefore, if teachers provide more independent learning opportunity for students, they can properly present their desire and culture their independent learning ability. Pattern of self-study and guidance contains orientation, plan arrangement, self-study, questioning, and assessment. Orientation is that, teachers select proper self-study content with medium difficulty as well as hierarchy according to their own teaching experience; plan arrangement is that, teachers propose many plans for students and students can select according to their ability and interest; self-study is the process of students' self-study; questioning is that, teachers monitor the effect of students' learning effect and examine their learning effect by targeted questioning; assessment is the conclusion of self-study effect, which should have pertinence and incentive and can make students realize their insufficiency in self-studying process and make them feel confident in future self-study. For example, while learning piano accompaniment, this self-study pattern is adopted. First is to select some track. Then propose various plans. For example, provide arpeggio accompaniment or chord accompaniment for students to select. After students reach certain level of self-study, teachers examine the studying situation of students. In questioning step, teachers should guide students to speak out the reason that they choose the accompaniment means, since it is

just their music experience. At last, teachers should assess and guide their practical self-study effect. Through the encouragement of teachers, the learning motivation improves and piano accompaniment is no longer the difficulty of teaching.

2.4 Pattern of Cooperation and Competition

Students can learn to respect, believe and coordinate cooperators, generate positive feeling and form good interpersonal relationship as the pattern of cooperation and competition is applied in piano teaching. It is not only good to improve students' learning efficiency of piano, but also can lay a good basis for them to step into society in the future, as shown in Figure 4. Pattern of cooperation and competition contains cooperative design, objective presentation, group cooperation, activity test and feedback remedy. Cooperative design is to fulfill establishment and division of work of group in group under the guidance of teachers; objective presentation is to formulate the objective that the group should achieve; group cooperation is that, group member fully perform individual intelligence and ability; activity test refers to examine cooperation result through competition or test; feedback remedy is that, teachers make targeted guidance according to the result. In digital piano collective teaching, exercise such as instrumental ensemble, legato and piano four hands are used to train the rhythm and cooperation ability of students. Students compete in interaction and their learning desire and interest is inspired. In addition, teachers should provide a cooperation and mutual assistance platform for students in piano accompaniment collective course. By doing that, some students can play accompaniment, some students play the melody and the other students sing. They share in communication and deepen in interaction, thus to improve their cooperation and mutual assistance ability.

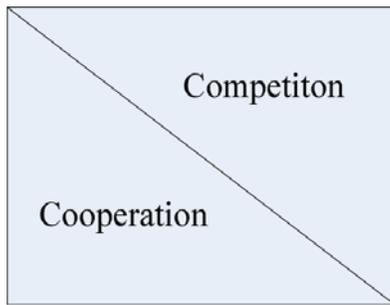


Figure 4. Pattern of cooperation and competition

3. Thinking About All-In-One Teaching Pattern

All-in-one piano teaching pattern requires teachers to apply modern education concept combined with modern equipment to teach students. In addition, teachers should make students have comprehensive training and improvement on piano basis, stage practice, application ability and artistic culture as well as innovation ability by absorbing the advantages of traditional piano teaching pattern and with scientific teaching form and reasonable teaching content [7]. The following aspects are needed for ensuring better teaching effect.

3.1 Teaching Staff with High Moral and Professional Skills

Teachers should have high moral. It requires teachers to have high teaching responsibility and good working enthusiasm and explore in practical teaching. In addition, teachers should not only study humbly but also possess the spirit to challenge tradition and query authority. Moreover, they should keep pace with the times, be realistic and pragmatic, and strive for perfecting teaching and realizing teaching objective.

Teachers should have professional skills. It requires teachers to possess comprehensive theoretical knowledge and practical skills and accumulate teaching experience. It related to the successful implementation of all-in-one piano teaching pattern and is the key of realizing final teaching objective. It not only requires teachers to know the teaching tracks, that is, be familiar to the musical structure and technical feature of teaching tracks and demonstrate playing accurately, but also requires them to analyze and explain the creation background, creation motivation, creation style and skills of teaching tracks. In addition, teachers should be familiar to style genre, performance principle, and knowledge about music history of piano art, and possess certain musical form analysis ability and orchestrate level. Teachers must fully, clearly and scientifically design and arrange teaching material and teaching method. Meanwhile, teachers should be skillful at operating advanced and modern multimedia musical teaching equipment and relative teaching organization ability (especially the arrangement of teaching material and the organization ability of students). These are all the premise and security for effective implementation of all-in-one piano teaching pattern.

3.2 Advanced Modern Teaching Equipment

All-in-one piano teaching pattern is based on modern teaching equipment and should have digital piano room equipped with digital piano, computer, large screen color display, video projector, loudspeaker box, etc.

3.3 Proper Teaching content

Teaching content should be selected against the situation of students. It is particularly important to select proper teaching content. Generally, a set of piano course is taken as main teaching material. Works of other piano masters at home and abroad is selected as teaching aids. The teaching content should be selected according to piano skill type and training process rule combined with famous music of different style genre in piano art development history as well as the detailed situation in teaching. Teaching material of collective course should arrange universal teaching content and fully consider the demand of individual teaching. Basic exercise, etude, polyphonic works and Chinese and foreign music should be contained and students should master these content by stages and selectively. More importantly, when screening and arranging teaching content, teachers should master principle of moderation and stability and large, rapid, difficult and rough content should be avoided. In addition, teachers should provide more stage practice platforms for students to further improve students' practical level and innovation ability.

3.4 Optimize Teaching form and Method

Realizing teaching object through teaching content mainly lies on the scientific and high-efficient teaching method. Teachers should enrich and expand traditional piano teaching form, and clearly arrange every procedure on the condition of being familiar with all teaching content and fully performing the functions of modern teaching equipment. We should realize interactive communication, present the new relationship between teacher and student and effectively culture the cooperation ability of students. Excellent teachers can always find the optimization scheme according to the situation and teaching content of students. Successful lesson example can always present the high scientificity and artistry in teaching.

3.5 People-oriented Assessment

The most direct teaching of assessing and presenting teaching quality is to assess students. Formulating scientific, reasonable and people-oriented assessment form can become the key for reflecting teaching quality objectively and accurately. The assessment should be comprehensive, objective and accurate. That is to say, assessment should not only comprehensively reflect the teaching content that is stipulated by teaching program, but also objectively reflect teaching effect through students and accurately master the practical level and ability of students. Assessment of all-in-one teaching pattern is diversified: 1. Diversity of assessment content: select one to two contents in all teaching content (basic exercise, etude, polyphony, Chinese and foreign music) according to different majors. 2. Diversified assessment form: divide

into: usually, midterm and end of term. Usually grade includes class inspection result and performance of stage practice. This kind of assessment not only assesses students but also examine the teaching situation of teachers, which objectively and accurately reflect piano teaching quality from different major direction and fully present people first.

4. Conclusion

All in all, corresponding teaching pattern is needed if there is a cultivation need of some kind of talent [8]. College piano teaching is no exception. With the development and progress of the times, various new education theory and teaching results emerge in endlessly, which provides sufficient theoretical basis for the construction of new teaching pattern of college piano teaching. It also requires piano teaching workers to make theoretical learning and explore new pattern of their piano teaching [9]. As the old saying goes, "education has pattern, but has no certain pattern". This paper mentioned the conception of all-in-one teaching which is the combination of four new kinds of teaching pattern, and teachers should further explore and flexibly apply it according to the practical demand.

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