

Reform of Piano Basic Course Teaching for College Music Performance Major——Research on the Application of Flipped Classroom in Teaching

Jia Zhu^{1,2}

¹College of Art, Hainan Tropical Ocean University, Sanya, Hainan, 572022, China

²Department of Culture and Arts, Hoseo University, Asan, Chungcheongnam-do, 48498, Korea

zhujia1217@126.com

Keywords: Basic Piano Course; Flip the Classroom; The Teaching Reform

Abstract: Piano basic course is one of the important basic courses for college music performance major and also a required course. The cultivation and improvement of students' piano performance ability and performance level is particularly important for college music performance major. In this paper, the status quo of music performing piano basic course teaching research as the breakthrough point, analysis to explore the piano teaching of common problems and deficiencies, based on the problems revealed, according to the characteristics of the flip classroom flip put forward in the piano basic course teaching by using the basic ideas and methods of and implementation, including: learning the task schedule formulation, flip the establishment of the class learning resources database, make full use of network platforms, and increase of classroom teaching, the reform of the performance evaluation methods. Finally, according to the practical effect of flipped classroom in the basic course of piano, the significance of flipped classroom in piano teaching reform is summarized.

Introduction

Piano basic course is a very important compulsory course for college music performance major. It is a basic course that all students of music major must be proficient in and closely related to other courses. It is a comprehensive course that takes piano playing as the main line and combines music theory and music appreciation. At present, under the influence of traditional teaching ideas, piano basic courses always follow the old methods, old ways and old textbooks in teaching. Along with the development of the discipline, a result of college expansion, the student enrollment levels change constantly, the piano basic course does not and take out the corresponding reform measures, make piano still exist many problems in basic course teaching, to this, will flip used pianos basic course teaching, the class will be music education reform in the field of an urgent task. This paper makes a concrete analysis of the present situation of the piano basic course for college music performance specialty and summarizes the function and significance of the flipped classroom in the teaching reform of piano basic course.

Current Situation of Piano Basic Courses in Colleges and Universities

Piano basic course is a piano as the main line, the combination of music theory and music appreciation is a comprehensive course, collective piano course teaching after years of development of obvious advantages, it reduce the teaching cost and improve teaching efficiency, but limited to class time, site, large base of students, teaching content more, the limitation of the piano basic course is also growing.

Student Problems

Students lack knowledge of the piano teaching plan. In traditional teaching, students lack sufficient understanding of teachers' piano teaching plans, piano curriculum lacks emphasis, and piano teaching activities lack scientificity, pertinence and direction. There are many problems in students' learning, such as randomness, uncertainty and blindness. This is very disadvantageous to students' systematic piano learning.

Students' piano practice is fragmented. The process of students' piano practice is one-sided and scattered, lacking of overall system. Students cannot grasp the piano playing content correctly, comprehensively and integrally in the process of practicing. More students in the process of practice piano, not to work in the music symbols, terms, background music, creation background and music contains the emotional understanding, but began to practice playing directly, the lack of systematic arrangement, the lack of systematic knowledge of music and music appreciation of related study, it's a student cannot effectively larger factor in piano learning.

Problems in Traditional Piano Teaching

The teaching mode is single and stylized. In the traditional piano teaching, the teaching mode and method of teachers are relatively single, piano teaching is mainly confined to the classroom, and students receive the teaching form of collective class. This means that teachers lack sufficient energy and time to pay attention to the individual differences of each student in the teaching process, and cannot understand the basic learning situation of each student, and the content completed in class is often limited to the knowledge in books. Internet technology rapid development today, a single classroom teaching has been unable to meet the needs of students in learning, stylized collective teaching teaching mode, make the whole piano teaching class, mechanical machinery teaching activities, the lack of flexibility, creativity, and "cramming education" teaching methods, lack of pertinence and suppress the students potential creativity and the release of music emotion.

The teaching idea is old tradition, the knowledge structure is single. Piano art is an auditory and visual performing art, which requires students to appreciate a large number of works in and out of class, compare the playing versions of different pianists, and then shape the musical image through association and performance practice. In the process of traditional piano teaching, teachers and students often only pay attention to the problems at the level of music score, but have little understanding of the music style characteristics, composer's life, creation background, etc., and lack of exploration of the musical connotation of music works. Therefore, students cannot interpret the connotation and connotation behind the music when performing.

The teaching content is not rich enough. In the process of traditional piano teaching, teachers select a single repertoire for students to practice, and most of the selected repertoire are familiar to teachers, which may not be suitable for students to play. The difficulty of the repertoire is not really suitable for the level of the students, sometimes for the examination of the students blindly higher level, so that students feel difficult in the process of practice, the level has not been really improved.

The teaching lacks regular supervision and guidance. In the process of traditional piano teaching, teachers only pay attention to the development of piano teaching activities in class, and lack of attention to students' exercises after class, so they cannot communicate with students fully. Piano learning is not only a classroom learning can be completed, students need to invest a lot of time and energy to repeated training after class. The lack of teachers' correct guidance in the process of practicing means that students cannot practice the piano efficiently and correctly after class. This is not only detrimental to students' mastery of playing skills, but also makes students' piano learning more likely to fall into the wrong zone through improper training methods, which has a very negative impact on students' piano learning.

Teaching lacks interactivity. In traditional piano teaching, students have a serious phenomenon of passive learning and a high dependence on teachers. They lack the ability of active thinking in learning and

their learning efficiency is low. Classroom interaction is mainly based on teachers' questions and students' answers. The questions raised are relatively simple and direct, which also leads to unsatisfactory classroom teaching effect.

The Concept and Characteristics of Flipped Classroom

The concept of flipped classroom. Flipped classroom is also known as reverse classroom, which mainly reverses the traditional teaching mode and teaching process to allow students to study independently in their spare time, and regards classroom teaching as an auxiliary teaching method, so as to improve the completion effect of teaching tasks and promote the development of teaching process. Flipped classroom is a new teaching mode. Compared with the traditional teaching mode, this teaching mode requires teachers to record the basic knowledge of the course into videos in advance. Before each class, students can choose any time to watch the video to learn the basic content to be learned.

In class, the teacher will explain the questions raised by students, and make further explanation according to the degree of students' mastery of knowledge points, which increases the interaction between students and students, makes students change the original passive learning into active learning, and improves students' learning efficiency and learning effect. At this time, the role of teachers will change, maintaining an equal relationship with students, answering all kinds of problems existing in students' learning, and organizing students to carry out class discussions to improve their teaching level.

Research status of flipped classroom. The flipped classroom originated in the United States in the early 19th century, and has been widely promoted in the United States after its germination and development. In 2014 horizon report: higher education 2014 published by the American new media alliance, "flipped classroom" was listed as the first of the six technologies in the three stages, becoming the most realistic major technology application trend. Robert Talbert, a professor from Frank Lin college in the United States, summarized the system structure model of the implementation process and process of flipped classroom, which provided theoretical reference for flipped classroom.

Flipped classroom is a relatively new teaching research hotspot in China. In 2011, Chongqing Jukui middle school became one of the first schools to carry out flipped classroom teaching practice in China. Scholars studying flipped classroom in China include Zhong Xiaoliu from the information center of Tsinghua University, Zeng Zhen from South China Normal University, and Zhang Jinlei from Nanjing University. However, the research practice in the field of music is very limited. The research practice of flipped classroom in the field of music education is just at the beginning stage, and its research results need to be improved in depth and breadth.

Innovation of flipped classroom.

Innovation in learning methods. In the traditional teaching mode, students are in the state of passive learning, learning new knowledge through teachers' teaching in class. While flipped classroom helps students to know the learning content in advance and makes them take the initiative to think. In the process of video learning, students will have their own understanding and views on some content, which will also cause problems. This model effectively improves students' learning enthusiasm, and further improves students' autonomous learning ability.

Innovate the learning place. Traditional teaching places are relatively single, only in the classroom, flipped classroom teaching places can be selected in any place, students can watch videos in the dormitory, library or campus through the Internet, to achieve offline learning.

Innovate the teaching content. The videos of flipped classroom mainly include videos recorded by teachers and playing videos by different pianists, etc., with abundant video resources, students can master the contents more solidly. In the video recording, the teacher mainly explains a certain knowledge point for a short time, which is easy to stimulate students' interest in learning and better meet students' cognitive

needs. The teaching content in the class is not only limited to the textbook, but also to discuss students' already formed views, or answer students' questions to help students really master the knowledge.

Design and Application of Flipped Classroom in Piano Foundation Course

Teaching practice of flipped classroom in piano foundation class.

Learn how to make a task schedule. According to the students' actual learning ability, the teacher makes a learning "task schedule" and clearly presents the learning plan of this semester to the students, including all the songs to be played in this semester. According to the characteristics of The Times, the teacher presents the music style and music connotation of each work, as well as the key training skills and difficulties. Under the guidance of "task schedule", students can study independently before class, look up the background of the composer's life, analyze the harmony and tone of the work, and find out the difficulties in technical performance of the work.

Establishment of flipped classroom learning resource database. A database of flipped classroom learning resources was designed (see figure below) to provide resources for students to learn piano by themselves and assist piano learning after class. The virtual database is based on the traditional piano teaching materials. The integrated learning database is made up of multimedia resources such as "music video", "music movie", "network link" and "instruction video", which can be used for students to learn and understand the works by themselves. The learning resources in the database have certain expansibility, and the structured knowledge and information flow are convenient for students to learn by themselves.

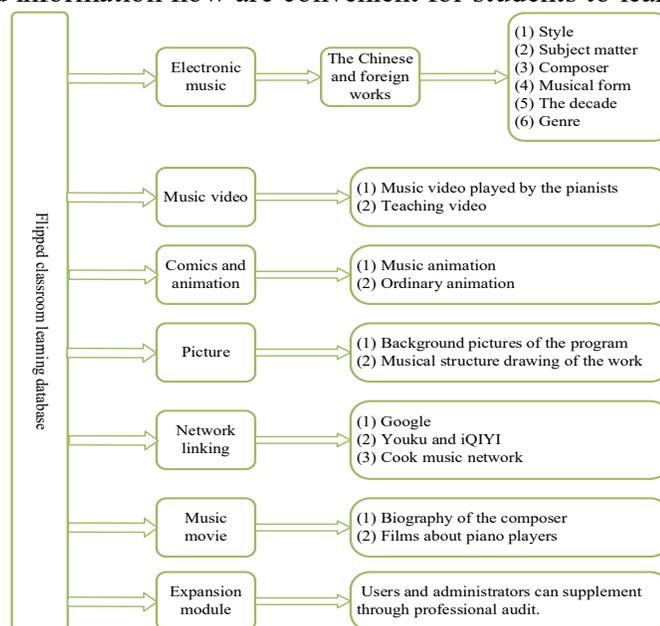


Figure 1. Flipped classroom learning resource database

Use the network platform to answer questions for students. According to the progress of "task schedule", students can preview the content of songs to be learned before class. Students can study on various mobile terminals anytime and anywhere, and can communicate and discuss with teachers and classmates online through various social tools, such as QQ, WeChat and online course learning platform. Teachers can answer questions online at an appropriate time after class to keep track of students' progress and difficulties in practicing the piano at any time, so as to avoid the disadvantages that students' problems in practicing the piano after class cannot be solved timely in traditional teaching.

The increase of classroom teaching methods. In the course of flipped classroom, teachers encourage students to actively explore and explore the connotation of music, expand the content of teaching by

combining the key points and difficulties of teaching in class, discuss problems and difficulties in practice with students, and give appropriate solutions. Because the preview before class and online q&a save a certain amount of time for the class, teachers can carry out group or group playing modes such as four-hand playing and singing combination among students, teachers and students, etc. In piano class, rich and varied playing modes also put forward higher requirements for students and teachers. Students listen to each other in cooperation, inspire the imagination, study the tone syntax to express the beauty of music, make the works more profound and have strong logic, and increase the sense of pleasure of practice, effectively active classroom atmosphere.

Practical Effect Of Flipped Classroom In Piano Basic Course

Flipped classroom makes preparation more targeted. Through teaching practice, it can be found that flipped classroom teaching mode can make teaching more targeted, making the efficiency and quality of classroom teaching higher. Taking "Spanish dance music" as an example, through the preview before class, the students think that the rhythm of the two-tone continuous supplementary points in the music is difficult to grasp. In view of the difficulties proposed by the students, a variety of teaching plans can be prepared when preparing for class, and the problem of continuous supplementary points can be solved by means of rhythm modeling. At the same time, let the students listen and imitate to sing songs with continuous rhythm, so as to get familiar with the rhythm. Through the pre-class preparation method of the flipped classroom, students' learning of knowledge points will be changed from the original classroom and two times after class to pre-class, classroom (multiple methods) and three times after class. This change can effectively deepen students' learning impression and improve teaching quality.

Flipped classroom enhances teaching interaction. In flipped classroom, teachers can carry out more diversified teaching activities, such as double ensemble, group ensemble, combination of playing and singing, song matching, melody creation, etc., because preview before class and targeted explanation save classroom time. Rich and varied teaching activities put forward higher requirements for students and teachers, and also make the piano class more lively and lively. As in the Spanish dance teaching, in order to solve the basic play after difficulty, students may be required based on the music playing, to join the elements such as singing, dancing, to stimulate students' interest in learning, the music so that the students have a more comprehensive understanding, at the same time, cultivate the students' creativity, make the piano teaching has more practical meaning.

Summary

The flipped classroom data resource can provide high-quality and exciting online learning materials. Learners can share high-quality course resources on the network platform no matter where they are. On the other hand, flipped classroom effectively optimizes the teaching content, explains the teaching content and plays back the function of video, realizes the time and space asynchrony of piano teaching, and reappears the process of class.

Flip class provides a new direction for piano teaching mode reform, enrich the piano teaching mode and teaching means, flipping through the classroom teaching mode of piano teaching reform, not only can improve the teaching effect, and can effectively improve the students' learning interest and enthusiasm, so turn classroom piano teaching mode reform exploration has far-reaching significance.

Acknowledgement

This research was financially supported by the 2020 Research Project of Higher Education Reform in Hainan Province (No.Hnjg2020-90); 2019 Education and Teaching Reform Project of Hainan Tropical Ocean University (No.RHYJG2019-20).

References

- [1] Y. Wu, Analysis on the design of university piano teaching flip classroom under the concept of student-centered education, *Northern Music*, 2019, No.14, pp.102-104.
- [2] J. Zhu, The research and practice of the training mode of local university music performance professionals, *Advances in Intelligent Systems Research*, 2016, Vol.129, pp. 285-290.
- [3] K. Zhang, C. Shen, Q. Zhou, etc., A combined GPS UWB and MARG locationing algorithm for indoor and outdoor mixed scenario, *Cluster Computing - The Journal of Networks Software Tools and Applications*, 2019, Vol.22, Supplement 3, PP. 5965-5974.
- [4] M. Zhang, Exploration on the piano teaching mode of "micro-lessons" flipped classroom in colleges and universities, *Northern Music*, 2019, No.10, pp. 141-142.
- [5] W.W. Yang, University piano teaching and flipping classes in the "Internet+" Era, *Contemporary Music*, 2019, No.7, pp.31-32.
- [6] J. Zhu, Teaching innovation method of music performance major in colleges and universities, *DEStech Publications*, 2016, pp. 385-387.
- [7] K. Zhang, C. Shen, Q. Gao, etc., Ultra wideband positioning technology for accident ships under adverse sea condition, *Journal of Coastal Research*, 2018, Vol.83, No.sp1, pp.902-907.
- [8] W. Tang, Research on the implementation strategy of piano group lessons in local undergraduate colleges based on flip classes, *Contemporary Educational Practice and Teaching Research*, 2018, No.7, pp.32-33.
- [9] J. Zhu, Research on the school-enterprise cooperation and the training of applied talents in music performance of applied marine university, *Advances in Economics, Business and Management Research*, 2017, vol.50, pp.16-19.
- [10] K. Zhang, C. Shen, Q. Gao, etc., Precise positioning system of ship interior based on UBW ultra wideband technology, *Journal of Coastal Research*, 2018, Vol.83, No.sp1, pp.908-912.
- [11] C. Lin, Research on the strategy of improving the piano musical sense and musical ability in higher vocational colleges based on flipping class, *Journal of Jiangxi Vocational and Technical College of Electricity*, 2018, No.11, pp.43-44+47.
- [12] J. Zhu, Research on the practice of talent cultivation of applied undergraduate music performance based on school - enterprise cooperation, *DEStech, 2017 International Conference on Education Innovation and Economic Management (EIEM2017)*, Guilin, China, August 18-20, 2017, pp. 43-47.
- [13] C. Shen, C.X. Wang, K. Zhang, etc., A time difference of arrival/angle of arrival fusion algorithm with steepest descent algorithm for Indoor non-line-of-sight locationing, *International Journal of Distributed Sensor Networks*, 2019, Vol.15(6), pp.1-8.
- [14] K. Zhang, C. Shen, Q. Gao, etc., Design of intelligent medical service robot drug delivery system based on UWB precise indoor positioning technology, *Basic & Clinical Pharmacology & Toxicology*, 2018, Vol.123, Issue.1, pp. 12-13.

- [15] Y.T. Zhang, Practice and research of higher vocational piano teaching based on the flipped classroom model, China National Exhibition, 2017, No.11, pp. 41-42.
- [16] K. Zhang, C. Shen, H.F. Wang, etc., Cluster computing data mining based on massive intrusion interference constraints in hybrid networks, Cluster Computing - The Journal of Networks Software Tools and Applications, 2018.2019, Vol.22, Supplement 3, PP. 7481-7489.
- [17] D. Xie, Reform and practice innovation of piano teaching based on the perspective of flipped classroom, Song of the Yellow River, 2017, No.19, pp. 64.
- [18] K. Zhang, C. Shen, M.X. Huang, etc., Interrupt protection control of anti-interference nodes in network based on band sampling decision filter modulation, Cluster Computing - The Journal of Networks Software Tools and Applications, 2019, Vol.22, Supplement 3, PP. 7569-7576.