

Research on Application of Multimedia Technology to Piano Teaching in Universities and Colleges

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Abstract

Technological progress has enabled the lifestyle of people in modern society to be changed greatly. High-efficiency and convenience are the distinguishing features of modern social production and life. As a typical modern technology, the multimedia has been extremely widely applied in the modern social development relying on its unique advantages. No matter in the educational teaching or in the industrial field, the application of multimedia has added vigor to the development of this field. Taking the piano teaching in universities and colleges as an example, the application of the multimedia technology has enabled students to obviously improve their appreciation of music, which has great significance for the improvement of piano teaching. This paper explores the application of multimedia technology to piano teaching in universities and colleges, with the hope of offering references for the educational workers in universities and colleges.

Key word: Education of Universities and Colleges; Piano Teaching; Status; Significance; Multimedia Technology; Role

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INTRODUCTION

Currently, more and more universities and colleges have started to apply the modern information technology

represented by the multimedia technology in teaching practice. The application effect has also won wide recognition and praise, realized the high-efficiency and convenience of teaching. Piano teaching has already been an important component of music teaching in universities and colleges, but due to the intrinsic characteristics of piano teaching itself, the low teaching efficiency has always bothered the teachers (Zhan, 2012). Therefore, how to take advantage of the modern technology and improve the current situation of teaching in universities and colleges, it is an important subject for education in universities and colleges. Under such a circumstance, it is a concrete embodiment of conforming to the trend of times by scientifically applying the multimedia technology to the piano teaching, which has great significance for promoting the teaching reform in universities and colleges.

1. IMPORTANCE OF APPLYING THE MULTIMEDIA TECHNOLOGY TO THE PIANO TEACHING IN UNIVERSITIES AND COLLEGES

Currently, piano teaching in universities and colleges has the following four common problems: firstly, the content aspect. Due to the influence of teachers' teaching thought and teaching concept, teaching mode, many universities and colleges have had problems of piano teaching to different extents. In the aspect of content, principally, one responsibility of teacher is to reasonably adjust the course arrangement and apply flexible teaching method, based on the characteristics of students, thus students at different levels can try their best to learn what they should learn in class (Lei, 2015). However, the reality is that many students are rather confused in class. It is quite common that students cannot keep pace with teachers. In order to catch up with progress, part of teachers only care about

“quantity” in class, but ignore “quality”, such a “rough” teaching method is difficult for students to really master knowledge, let alone practicing what you have learned. As a matter of fact, such a teaching method only focuses on the universality of students, neglects the individuality. “One size fits all” teaching method is not suitable for every student. Teaching effect naturally cannot live up to expectations. As this problem, teachers should make reflections. There are individual differences among students, which is an established fact. Meanwhile, due to the objectivity and irreversibility, the education should be established by respecting the objective fact. Consequently, it is doomed to fail if the individualized piano teaching is neglected. In this aspect, there are more contents to be consistently explored. However, it is certain that there is still great space for improving the piano teaching in universities and colleges.

Secondly, the teaching emphasis. In the traditional piano teaching, the technique is partially considered as the only teaching emphasis, which is universally lack of emphasis on emotions. In piano teaching, the piano is taken as the carrier and tool, which actually conveys one quite elegant art to the students (Yang, 2014). The greatest charm of this art originates from emotions. Through emotional outlet, it can touch the audiences and arouse resonance, such an art can be called as art, which is also the ultimate pursuit of music. In piano teaching, teachers should consciously guide students in a scientific way, let them to inject emotions into music and endow the performance with more vivid vigor. However, in reality, teachers usually complete the performance teaching as one assignment, who pay more attention to the techniques than emotions. Under such a teaching mode, no matter how excellent the student’s performing technique is, the product is hollow performance without emotions, which cannot really touch the audiences.

Thirdly, selection of improper pieces. Many people subconsciously consider that, the difficulty of piece is in direct proportion to the capacity of performer. The harder the piece is, it shows that the performer has much higher performing capacity. Such a thought is reasonable to a certain extent. Affected by such a thought, some teachers are anxious for success in teaching, who select some too difficult pieces for students to practice intentionally or unintentionally. As a consequence, students usually focus their attentions on the performing techniques, who have no efforts to pay attention to emotional expressions at all. Meanwhile, students cannot understand the feelings of these quite difficult pieces or appreciate the profound meaning of music, which results in mechanical performance.

Fourthly, unclear objective. Many teachers cannot figure out the objective of piano teaching themselves, which is one of reasons resulting in poor teaching effect. Generally speaking, objects of piano teaching in universities and colleges are the music teachers or

musicians in the future, thus teaching for them must be professional and standard. Most importantly, they should learn the practical techniques. Therefore, combined with the reality, singing while playing or impromptu accompaniment are those parts to be focused on in teaching, because these are the contents that students will frequently use in the future. However, under the traditional teaching mode, teachers demand students to pursue higher performing techniques, but neglect some basic skills. Too little time for basic skill training is very bad for the employment of students in the future.

2. SIGNIFICANCE OF APPLYING MULTIMEDIA TECHNOLOGY

Traditional piano teaching usually adopt the mode of “teacher+piano+material”, thus effects are not up to expectations. Under this premise of applying the multimedia technology, the development of piano teaching will be more efficient. Students’ sensitivity to the music shall be effectively improved. Meanwhile, the classroom atmosphere will be correspondingly improved. From some perspective, the application of multimedia technology is not only helpful to the music teaching, but also has certain positive significance for realizing the overall objective of teaching in universities and colleges. It is the important driving force for consistent progress of China’s education. Essentially, the application of multimedia technology in piano teaching of universities and colleges actually marks the important transformation of music teaching and educational mode in colleges and universities, which is an important embodiment that China’s education enters the new era. The application of multimedia technology in piano teaching realizes the unification of technology and science, which can realize the all-dimensional high-efficient education. It is helpful to improve the piano’s attraction to students, which has significance for strengthening the students’ interest. Meanwhile, the application of multimedia technology in piano teaching of colleges and universities can transform the abstraction to concreteness, and also has significance for improving the students’ ability to appreciate music. Therefore, generally speaking, universities and colleges should positively apply the multimedia technology, which cannot only promote the realization of teaching objective, but also has quite important significance of promoting the improvement of students’ individual ability.

3. ROLE OF MULTIMEDIA TECHNOLOGY IN PIANO TEACHING IN UNIVERSITIES AND COLLEGES

With the promotion of multimedia technology in university teaching, the effectiveness and role of

application have been emphasized. In view of piano teaching, the application of multimedia technology can greatly promote the accomplishment of teaching objective and improvement of effectiveness, which enables the development of teaching to be more convenient and efficient. Meanwhile, it can optimize the students' learning environment and atmosphere of receiving education to a certain extent, which has certain benefits for improving the quality of students. From certain perspective, the multimedia technology is equivalent to the auxiliary means for piano teaching in universities and colleges. Effective application of the multimedia technology can improve the piano teaching effects. Specifically speaking, the application of multimedia technology in the piano teaching of universities and colleges can be analyzed in details from the following aspects.

3.1 Optimizing Teaching Program and Content

First of all, by applying the multimedia technology to piano teaching in colleges and universities, it can take full advantage of the rich online resources, which enables the usable resources of piano teaching to be expanded. In this way, on one hand, teachers can optimize and design the teaching arrangement, on the other hand, students can have much broader horizon and vision. Learning environment and atmosphere will be obviously improved. Essentially, piano teaching belongs to the artistic teaching. Usually, the teaching quality has an inseparable relationship with the resource appreciation. The latter is the foundation for the former. Online resource is an immense treasure, which has a large amount of resources. So many kinds of resources are alternative. Teachers can totally select proper resources based on the teaching objective and contents. As a consequence, the application of multimedia technology offers powerful resource support for the development of piano teaching. Taking the online video as an example, it can be considered as an important basis for teaching. Chopin International Piano Competition is a high-standard competition enjoying quite high reputation in the circle, which is held in Poland Warsaw once every four years. To watch such world-famous piano competition, it has profound significance for students. However, due to the reality, it is impossible that everyone can watch the competition in person. Thus, this competition is broadcast online. Under such a circumstance, teachers organize students to watch the live broadcast, which actually just takes advantage of the resource advantage of multimedia technology. Through watching these valuable videos, it can stimulate students to a certain extent, strengthen their ability to feel and appreciate the piano pieces. Meanwhile, the high-standard piano competitions can also improve students' consciousness of learning the techniques of playing piano, broaden their horizon and improve their professional qualities.

Secondly, whether the application of multimedia technology is reasonable or not, it has great relations

with teachers. In real life, teachers should be reasonable while applying the multimedia technology, who should scientifically apply that to the teaching on the basis of mastering its functions and advantages. As the practitioners of piano teaching, music teachers of universities and colleges should be good at using available resources in teaching, and take the strong points of the multimedia technology. In the actual teaching activities, teachers should make innovations and optimize the design based on the curriculum content. Especially the teaching objective, teachers must guarantee the rationality of design, and then specify the objectives of different stages while conforming to the curriculum hierarchy and learning period. In this way, it can enable students to better integrate into the teaching situation and let the application of multimedia technology to achieve better effects. In addition, teachers should attach importance to let students to fully understand and master the systematic knowledge. Meanwhile, innovative ability and ability of applying knowledge should aroused enough attention. Relying on the multimedia technology, it can optimize the teaching design and realize the artistic cultivation on students, further to improve the learning environment. More straightforwardly, the multimedia teaching realizes the innovative transformation of teaching mode, which is the reform of traditional teaching mode. On that basis, the piano teaching can take full advantage of all-dimensional audio-video influence, enrich their emotional and knowledge experiences and make the music classroom to be more interesting. However, considering the interactivity of teaching activity under such a mode, teachers should start from the reality and positively explore the new thought for piano teaching.

3.2 Improving the Classroom Quality

During the past piano teaching in universities and colleges, students were often confronted by a quite passive situation, who could accept quite little knowledge. Moreover, because the teaching process was too stiff and the atmosphere was too serious, which was hard for students to excise their thinking ability. Thus their enthusiasm was relatively low. Under the mode of applying the multimedia technology to develop teaching activities, teachers' role has greatly changed, who has gradually changed from an authoritative leader to a scientific leader. Meanwhile, students have also changed from passive knowledge receivers to positive explorers of music. Both of their mentality and position have changed. On that basis, students will improve their enthusiasm to a certain extent. Under such a mode, teachers no longer make all-around interpretations, but start to let students to explore unknown things by themselves, which is helpful for them to improve their perception and manipulative ability. It plays an important role in improving their innovative ability. Comprehensively speaking, the application of multimedia technology makes

the traditional piano class become lively and colorful. Teacher-student relationship and role have changed, which enables the teaching activity to develop more smoothly. Classroom teaching effects have been greatly improved.

In addition, with the help of multimedia technology, the available resources for piano teaching have been greatly increased, which involve videos and pictures. Of which, there are some masterpieces of celebrities, videos of high-standard competition, and also quite valuable videos. These resources can bring quite powerful visual impact to students, plus the stimulation of visual effects, they can fully stimulate students' sense, who will more profoundly understand the rhythm of music and performing techniques. Audio-visual experience can create one kind of wonderful situation in piano class, shorten the distance between student and music, have great benefits for the improvement of students' music appreciation level. Taking Suites of Bach as example, it is quite common that students confuse the paces in learning progress. Moreover, due to the influence of dancing style and rhythm, students cannot completely understand interpretations of teachers. For this case, teachers can think of interweaving some videos into the classroom teaching properly (such as Jig, Minuet), which enables students to have certain understandings about the background of music, understand and master such kind of music, and then improve their appreciation ability. Benefits of interweaving videos are more than those. It can also reinforce interests of classroom, activate the classroom climate and reinforce the impressions on students. Through observing movements and expressions of dancing dancers in videos, students will have certain understandings about the dancing and dress culture of the Middle Ages. Meanwhile, accompanied by the music, it can highlight the wonder of dance. While watching the videos, students are also baptized by the music, who will have a new understanding about the integration of music and dance.

3.3 Promoting Students to Improve Their Appreciation and Aesthetic Ability

The application effect of multimedia technology is the change of "quantity" reflected in the classroom teaching. The effect of students' ability more focuses on changes of "quality". It is not obvious superficially, but will absolutely have a far-reaching influence as time passes. Therefore, for the improvement of students' comprehensive ability, the application of multimedia technology has much deeper special significance. Music accomplishment is a comprehensively abstract concept, which can not be measured by a concrete standard. However, it is the aspect having greatest impact on students, which is directly related to the success or failure of piano teaching in universities and colleges^[4]. Formation of accomplishment cannot be formed within a short time, which needs persistent efforts in the long run. Whether

students can really appreciate the emotions conveyed by music, it is up to their own music accomplishment to a great extent. Application of the multimedia technology can enrich their sensory experience, which has great significance for improving students' ability to appreciate music and emotions. Therefore, universities and colleges must focus on letting students to learn to perceive thoughts in piano teaching. To apply the multimedia technology in piano teaching, it can break through the limits of time and space, which cannot only let students to better perceive the piano art, but also embody related knowledge. Similarly, while presenting the products of Debussy (French impressionist composer) to students, teachers can properly introduce masterpieces of famous composers of the same period, such as that of Van Gogh. Before presenting such products, teachers need to collect some related materials for appreciation. Such an overall process has profound and deep significance for students. Through creating situations, students can have new understandings about the emotions conveyed by the music, whose ability of emotional expression will be improved.

3.4 Realizing Individual Teaching

Under the traditional mode of piano teaching, teachers relied on materials to teach, who could only select quite fixed pieces, full of restrictions. Although it seemed that all students were treated equally, as a matter of fact, such a teaching mode did not conform to the teaching requirements of the new period, went against the objective reality that individual differences existed among students, wiped out individuality of students and played a negative role in their development. However, the application of multimedia technology has changed such a situation. Numerous and abundant available resources can try to satisfy individual requirements of all students and conform to the actual requirements of differentiated teaching, which are important driving force for teaching students in accordance of their aptitude. In actual teaching activities, teachers can record microlecture based on actual situations of students, so as to solve difficult problems confronted by students in learning. Such a mode perfectly integrates the modern technology and traditional teaching, which is a great innovative measure of university education. Generally speaking, recording time of such microlecture should be less than or equal to 15min. Reasonable utilization of microlecture can obviously improve the teaching efficiency, help students to overcome difficult problems within the shortest time and have certain positive effect in attracting students' attention. In addition, while replaying the microlecture, students can also have chances to make an objective evaluation of their own abilities, which is helpful for strengthening their shortcomings and improvement. Meanwhile, because the videos can be replicated and collected, teaching can be extended after class. For some

students who have requirements, it is helpful to make up for the “regret” of limited classroom teaching time.

Currently, “focusing on quantity while neglecting quality”, unclear objective and unreasonable selection of piece are quite common in piano teaching of Chinese universities and colleges. Improvement cannot be realized in one day. Consequently, the development of teaching activity must be started from the small things. Qualitative changes arising from cavities. Thus the huge leap of teaching effect can be realized. The application of multimedia technology to the university piano teaching is only the first step of teaching innovation, there is still a long way to go. Especially university teachers shouldering heavy responsibilities, they must make clear understandings about their own responsibilities and missions, consistently improve their own ability and comprehensive level in teaching practice, make a perfect combination of modern technology and teaching content, further to promote the great development of university education in the new period, promote the realization of university teaching objective and cultivate outstanding talents for the socialist construction.

CONCLUSION

In conclusion, reasonable application of multimedia technology to the university piano teaching is the

embodiment of conforming to the times development trend, and also the inner demand to realize the teaching reform of universities and colleges. It has great significance of promoting the improvement of teaching level of universities and colleges. However, teachers should pay attention that, they must be rational while applying the emerging technology, such as the multimedia technology, specify that they are only auxiliary means for improving teaching effects. Teachers should not rely on them too much, so as to avoid putting the cart before the horse. Teachers should pay attention to reasonably apply the multimedia technology. No matter the online videos or pictures, they should reasonably select them by centering on the teaching contents.

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