



Problems Needing Attention in Piano Playing Teaching

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Abstract: The piano originated in Italy in the 18th century. As an important instrument in Western classical music, it has always been known as the king of musical instruments. This article starts with the obstacles faced by piano playing classrooms in colleges and universities, looking for specific ways to solve the problems encountered in teaching activities, hoping to effectively improve students' learning initiative and playing skills, while promoting the vigorous development of piano education in my country.

Keywords: Piano class; Music literacy; Higher education; Teaching problem

Many excellent piano music works are created by the composer's emotional awareness and fusion of his ideological motives, which often enables the audience to feel the expressiveness and ideological connotation of the work, and at the same time be fully influenced by art. . Therefore, in order to ensure the smooth development of piano playing teaching activities, teachers need to actively integrate students' real learning conditions and make targeted improvements to teaching activities so as to guide students to master their proficient playing skills and fully understand themselves. Emotions are applied to music works, which in turn brings beauty to the audience. Therefore, how to solve the problems encountered in piano playing class is the important content of this article.

1. Obstacles Facing the Piano Playing Class in Colleges

1.1 Conservative teaching methods

When many piano teachers develop playing teaching activities, they tend to pay little attention to the innovation of teaching methods under the guidance of outdated teaching concepts. The designed teaching content usually pays more attention to the design of student practice activities. For example, the teacher first helps students complete scale training, then demonstrates the specific scales and musical score playing methods, and then requires the students to practice repetitive exercises to achieve the purpose of improving their fingering skills. In this long-term single teaching activity, although it can guarantee the teaching progress to a certain extent, the too rigid practice mode can easily make students feel tired and it is difficult to generate the enthusiasm of participating in piano classroom knowledge learning. In addition, when selecting practice repertoire, teachers seldom pay attention to the innovation of the selection of music score content, but habitually regard the classic repertoire as an important indicator for students to practice fingering. This kind of teaching method that ignores students' emotional needs for playing not only severely inhibits the development of students' personality, but also makes it difficult to introduce their own emotions into the playing process, resulting in a serious decline in learning efficiency.

1.2 Lack of auxiliary teaching

College students already have strong learning ability, but when participating in piano playing learning activities, due to lack of playing skills and professional level, they still need to be guided by teachers to ensure the high-quality completion of learning activities. But the reality is that many teachers often encounter the problem of lack of auxiliary

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teaching when they are teaching. For example, the basic professional level and playing ability of different students are obviously different, so teachers often ignore the actual needs of different students when giving guidance, resulting in a serious decline in overall teaching effectiveness. In addition, teachers are too self-centered when carrying out tutoring and teaching work, which leads to students habitually relying on teachers to learn about playing knowledge, and even reaches the need for teachers to guide playing on a scale one by one. This not only severely inhibits students' learning consciousness, but also affects their individual development. At the same time, it is difficult for students to have a deeper understanding of piano works, resulting in a serious decrease in learning efficiency.

2. The Concrete Ways to Carry out High-quality Piano Playing Classes in Colleges

2.1 Innovate teaching methods

In order to promote the orderly progress of classroom teaching of piano playing, teachers can follow the development requirements of the information age and introduce multimedia technology when conducting teaching activities, so as to fully mobilize students to participate in classroom knowledge learning while innovating teaching methods. Enthusiasm to ensure the rapid improvement of teaching efficiency. For example, teachers can use multimedia equipment to complete the content of the music appreciation report, and encourage students to accurately grasp the artistic emotions displayed by the works after appreciating piano works. At the same time, teachers also need to carefully design the content of the courseware so that the introduced pictures and videos can accurately convey the characteristics of different piano works, and help students to intuitively feel the artistic value and emotional expression in them. This will not only enrich students' knowledge reserves, but also enable students to understand music theory and piano music while changing the way of practicing fingering with mechanical memory, so as to improve their own performance skills.

2.2 Improve coaching ability

Teachers with high-level teaching abilities and professional knowledge are often able to give students more comprehensive learning guidance. This requires teachers to establish a music classroom that can attract students' enthusiasm for learning through the design of playing skills, classroom atmosphere, knowledge background and teaching order when developing piano teaching. Teachers need to actively expand their own knowledge, and strive to learn humanities knowledge, management knowledge and social science knowledge. In addition, piano is a basic course in the art category, and teachers need to be able to continuously learn music psychology, music culture, and music theory theory, so that they can improve their own knowledge reserves while imparting more in-depth knowledge to students. In addition, teachers also need to strengthen communication with students and be able to tailor learning plans for students to meet their playing needs based on the actual learning situation and playing skills of different students. This can quickly improve the quality of students' learning, and while fully mobilizing their learning enthusiasm, achieve the purpose of constructing high-quality piano classroom teaching activities.

3. Concluding remarks

Piano teaching is an important subject for training students' artistic level, playing ability and artistic accomplishment. Therefore, in order to ensure the high-quality development of classroom teaching activities, teachers need to find more new teaching methods under the concept of quality education reform. This requires teachers to combine the problems faced in current teaching activities, grasp the learning needs and enthusiasm of college students, and fully extend and innovate the teaching content. This not only enables students to fully mobilize the enthusiasm of learning piano knowledge, but also improves the quality of learning in the process of continuously training their playing skills and performance ability, thereby ensuring the high-quality completion of piano playing classes in colleges and universities.

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