

Thoughts on Piano Education in Colleges and Universities based on the Concept of Diversified Education

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Abstract: Based on the concept of diversified education, this study analyzes the current situation of piano education in colleges and universities, and points out the shortcomings of the traditional model in terms of objectives, curriculum, methods, teachers and evaluation. Furthermore, it gives reform measures such as constructing a multi-teaching target system, optimizing curriculum arrangements, innovating teaching methods, strengthening the construction of teachers, and improving the evaluation system. It explores practical channels that integrate with multiculturalism, and proposes solutions to the challenges in the implementation process. It is expected to promote the innovation and progress of piano education in colleges and universities and cultivate high-quality piano talents.

Keywords: diversified education, colleges and universities, piano education, teaching reform, multicultural integration

Introduction

In the era of globalization and cultural diversity, piano education in colleges and universities is undergoing major changes. The previous education methods have been unable to meet the all-round development of students and the needs of society for diversified talents. This study focuses on the application of diversified education concepts in piano education in colleges and universities, and is committed to analyzing the current situation and exploring ways of innovation. By integrating multicultural elements and improving the teaching system, it can ignite students' potential ability, enhance their music accomplishment and comprehensive level, give theoretical support and practical guidance to the high-quality development of piano education in colleges and universities, and turn a new page of piano education.

1. Connotation of diversified education concept

The concept of diversified education focuses on highlighting the diversity and comprehensiveness of educational elements, breaking through the shackles of single and standardized education models. In terms of educational goals, from simple skill cultivation to multi-dimensional goals such as knowledge acquisition, ability improvement, moral cultivation, and cultural literacy enhancement, it is committed to cultivating individuals with comprehensive growth, so that they can meet complex and changing social needs. The teaching content is no longer limited to classical tracks and traditional techniques, but widely includes works of different music styles, cultural backgrounds, characteristics of the times, and related knowledge categories such as music theory, music history, and music aesthetics, and builds a rich and mutually supportive knowledge system. In the teaching methods, abandon the single teaching mode, advocate the integration of heuristic, inquiry, situational, cooperative and many other teaching methods, encourage students to actively participate in, actively think, collaborative communication, in order to stimulate their learning interest and potential, from the

multi-dimensional shape of students' music literacy and comprehensive ability framework.

2. Analysis of the current situation of piano education in colleges and universities

2.1 Teaching objectives and curriculum setting

At present, the goal of piano teaching in colleges and universities focuses on skill training, taking the cultivation of professional performance talents as the main orientation, and paying insufficient attention to students' comprehensive music literacy and innovative practical ability. The curriculum setting shows a trend of separation of theory and practice. Skill training courses account for a large proportion, while music culture, music education and other related theoretical courses are relatively weak. The selection of tracks is limited to Western classical works, and there is less involvement in local music and multicultural music works. It cannot meet the students' needs for rich music culture, and is not conducive to cultivating students' cultural tolerance awareness and cross-cultural performance ability. As a result, the curriculum structure is unbalanced, it is difficult to fully support the long-term development of students, and there is a gap with the goal of modern diversified talent training.

2.2 Teaching methods and means

Traditional teaching methods still occupy a dominant position in college piano teaching. Most teachers use the 'one-to-one' indoctrination teaching method. Students are in the situation of passively receiving knowledge and lack the room for independent exploration and innovation^[1]. The application level of modern educational technology is low, the use of multimedia teaching resources is not enough, and the online and offline mixed teaching mode has not been widely promoted. The single teaching method makes the classroom atmosphere dull, and it is difficult to stimulate students' interest and enthusiasm in learning, which limits the improvement of teaching effect. It can not effectively cope with the diversified learning needs and learning styles of students in the new era, and is not conducive to cultivating students' independent thinking ability and problem-solving ability.

2.3 Teaching evaluation system

The current evaluation system of piano teaching in colleges and universities relies too much on the performance of the final exam, ignoring the performance of students in the learning process, such as the degree of classroom participation, the quality of homework completion, the extent of progress and so on. The evaluation index focuses on the accuracy and fluency of performance skills. There is a lack of measurement of music expression, creativity, and cultural understanding, which leads students to unilaterally pursue the improvement of skills, but ignore the expression of artistic connotation. The mode of evaluation is relatively single, which is mainly evaluated by teachers, and lacks students' self-evaluation and mutual evaluation. It is difficult to show students' learning situation in an all-round and objective way, which is not conducive to students' accurate cognition of their own strengths and weaknesses, nor can it stimulate students' learning motivation and willingness to improve, which hinders the continuous improvement of teaching quality and the overall growth of students.

3. The reform strategy of piano education in colleges and universities under the concept of diversified education

3.1 Optimizing the curriculum and teaching content

The curriculum should build a comprehensive system. On the premise of retaining the core performance skills courses, we should expand the courses of music culture, such as the introduction of world music culture, the appreciation and adaptation of national folk music, etc., to expand students' cultural vision and enhance their ability to understand and use culture. The teaching content should take into account both classic and modern, local and international works, introduce piano adaptations of modern music and pop music and original works with regional characteristics, enrich the repertoire of teaching, and stimulate students' interest in learning and innovative thinking.

3.2 Improving the diversified teaching evaluation system

To build a comprehensive evaluation system with formative evaluation as the core and summative evaluation as the

supplement. Formative evaluation needs to cover the whole process of teaching, and observe and record students' participation, learning attitude and improvement of performance skills by means of classroom performance[2]. Use the learning portfolio to collect students' homework, performance video, music analysis report, etc., to present students' learning path and growth process. Arrange students to carry out self-evaluation and mutual evaluation, cultivate their level of self-reflection and evaluation of others, and promote mutual learning. The final evaluation expands the evaluation content on the premise of the final examination. In addition to the performance skills, the music performance, cultural understanding, innovation ability and other indicators are included to comprehensively measure the students' music literacy. The evaluation form should be rich and diverse, inviting professional teachers, student representatives, and off-campus experts to build an evaluation team to ensure the objectivity and professionalism of the evaluation. Using digital evaluation methods, quantitative analysis of students' performance audio and video is carried out to give accurate feedback data. By improving the diversified teaching evaluation system, encouraging students to make all-round progress, providing reference for teachers to adjust teaching strategies, promoting the continuous improvement of the teaching quality of piano education in colleges and universities, and ensuring the achievement of diversified education goals.

4. The challenges and countermeasures of implementing diversified education

4.1 Challenges

There are many obstacles in the implementation of diversified education in the field of piano teaching in colleges and universities. As far as the development of curriculum resources is concerned, it is difficult to compile textbooks with multicultural integration. The number of authors who are both proficient in piano major and familiar with multiculturalism is rare, and the existing textbooks are difficult to meet the teaching needs under different cultural backgrounds. In terms of teaching facilities, the school's funds are relatively limited, and advanced music software, intelligent teaching equipment, and various different styles of musical instruments and other hardware resources are scarce, which limits the diversified implementation of teaching methods[3]. From the perspective of the structure of teachers' ability, most teachers have been influenced by the traditional education mode for a long time, and lack the training of cross-cultural teaching. It is difficult to control the multicultural curriculum, especially in the introduction of world music and local minority music. However, students have difficulties in the transformation of learning thinking, are accustomed to passively receiving knowledge, and have poor adaptability to diversified learning methods such as independent inquiry and group collaboration, which adds difficulty to the promotion of teaching.

4.2 Countermeasures and suggestions

In response to the above problems, systematic coping strategies should be implemented. In the field of resource integration, colleges and universities can unite music institutions and cultural scholars to form a textbook writing team to create high-quality multi-textbooks. At the same time, we should rationally allocate funds, give priority to the purchase of core teaching equipment, and cooperate with the social music resource sharing platform to broaden the access to teaching resources. In terms of teacher training, teachers are regularly organized to participate in cross-cultural teaching workshops, international music education exchange activities, and experts are invited to teach, so as to improve teachers' multi-teaching ability. In terms of teaching method optimization, teachers need to guide students to change their learning thinking step by step, gradually transition from simple group discussion to complex project-based learning, enhance students' independent learning and cooperation ability, ensure that diversified education can be effectively implemented in college piano teaching, and promote the gradual improvement of teaching quality.

5. Conclusion

This study deeply analyzes the current situation of piano education in colleges and universities under the concept of diversified education, the reform strategy and the path of multicultural integration, reveals the limitations of the traditional model, proposes to build multiple goals, optimize courses, innovate methods, strengthen teachers and complete evaluation, and discusses the practical trend of integration with the world and local culture, and also analyzes the implementation challenges and coping strategies. Looking forward to the follow-up, piano education in colleges and universities should

continue to promote reform, adhere to the pluralistic concept, cultivate piano talents with international vision and local feelings, and promote the prosperity and development of piano education.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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