Research on Predicament and Outlet of Piano Microteaching

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ABSTRACT. *In recent years, the rise of piano micro-class has changed the traditional teaching mode of piano, which is convenient for students to learn independently and is not limited by time and space. Teachers can expand piano teaching more comprehensively by using piano micro-lessons, and extend the teaching after class. Students can also use micro-class to practice knowledge points in class repeatedly after class to improve learning efficiency, and share better educational resources on the Internet. Although piano micro-class teaching has many advantages and is the general trend in the Internet environment, it also has many problems such as fragmentation, non-systematicness, lack of communication between teachers and students, etc. This paper focuses on the current situation and predicament of piano micro-teaching in order to make full usage of its advantages, foster strengths and avoid weaknesses, and seek a better way out and development for piano micro-teaching.*

KEYWORDS: *Piano Lesson; Piano teaching; Outlet*

1. Introduction

In recent years, with the rapid development of social high-tech and Internet, micro-class teaching mode has rapidly arisen in China and has been widely used in teaching various subjects, including traditional piano teaching [1]. As a novel, convenient, economical and practical teaching mode, micro-class piano uses network media as an intermediary to transmit information, greatly improving teachers' teaching efficiency and students' learning efficiency. However, the proliferation of a large number of piano micro-classes has also brought about various hidden dangers, such as uneven levels of students, lack of a unified supervision and guarantee system for the quality of micro-classes, mixed teaching teachers, lack of interaction between teachers and students after class, etc [2]. How to ensure the quality of piano micro-class teaching and give full play to the advantages of the Internet to better convey the traditional one-to-one piano course to the public are the dilemmas we urgently need to face and break through.

"Micro-class" refers to the short and complete teaching activities carried out by teachers around a (certain) knowledge point (skill point) in the form of video, animation, etc [3]. Under the guidance of advanced educational ideas and teaching

concepts, with the goal of achieving the best learning effect for learners, through careful information teaching design. Starting from 2012, micro-class has suddenly become a hot topic of concern in the domestic education sector and has developed rapidly in various fields such as education system and industry training [3]. With the rise of piano micro-classes, major music colleges and famous piano teachers from all over the world have started to offer public numbers to teach micro-classes on the internet. The appearance of this brand-new teaching mode has brought great impact and challenge to the traditional piano one-to-one teaching mode. In traditional piano teaching, teachers usually use oral teaching, live demonstration and weekly lessons [4]. This mode usually emphasizes teachers' subjectivity more, resulting in students' passive learning and high price, and the piano micro-class just makes up for this defect, which has the following advantages: (1) it is not limited by time, space and the number of people, and its price is relatively low, which can meet the personalized learning needs of students and improve teaching efficiency; (2) the piano mini-class is short and pithy, with one topic and one focus, which is designed to solve difficult problems in students' study and is very suitable for students' self-study.

As the micro-lesson video can be played repeatedly, students who are usually slow to respond and shy to ask questions can watch it calmly and repeatedly, thus better solving the transformation problem of underachievers. The communication between teachers in traditional piano teaching is relatively limited, while piano micro-class facilitates the spread of the Internet and mobile devices, and facilitates the exchange of teaching experience and methods between teachers.

On the other hand, piano is a special technical discipline, which requires players to have high musical cultural accomplishment, finger skills and continuous practice to achieve desired effect. Without after-school tutoring and practice, there is no way to complete the task of playing. Micro piano class can provide more interaction and communication between people and machines. It is difficult to generate feedback for real-time situation and effect about students' exercises to teachers immediately, and it is difficult for teachers to play the role of supervision after class. The disadvantages about micro class are mainly reflected in the following aspects: (1) Piano teaching is a systematic and long process, while piano micro-class is easy to cause students' learning knowledge to be fragmented and unsystematic; (2) Teachers will face machines instead of a bunch of lovely students when giving lectures, and the passion in the classroom no longer exists, which is not conducive to the expression and transmission of music emotions; (3) Students will spend a lot of after-school time watching micro-class videos, which makes it difficult for teachers to play a supervisory role and to prevent students from playing games online instead of practicing piano; (4) The quality of online piano micro-classes is mixed, and there is no uniform certification standard for teachers' qualifications, which will inevitably mislead inexperienced students and parents; (5) The content of piano micro-class is relatively short, which is not suitable for long-term school teaching especially for piano major students, which is more suitable as an aid and link for piano collective class teaching.

2. The Plight of Piano Micro-Lesson Teaching

In fact, it doesn't take long time to apply and promote piano micro-lesson, but it develop extremely fast, resulting in that many problems and disadvantages have emerged in this process, and various dilemmas are gradually highlighted.

2.1 Difficulties of Hardware Facilities for Piano Micro-class Teaching

First of all, there is a lack of professional micro-class platform for piano micro-class teaching. The promotion of only a few network platforms on the network is not enough, which leaves most students less chances to learn. The current micro-class platform is not enough to meet the needs of micro-class resources construction, management, micro-class construction management, etc. Secondly, micro-class teaching requires a variety of teaching equipment such as classroom multimedia, desks, computers, pianos, electronic display screens, etc. However, in the current micro-lesson teaching process, most of the school teaching equipment still cannot keep up with it. Replacing these hardware facilities also requires a large amount of financial support, which leads to the difficult process of recording and making micro-lesson for teachers and the difficulty of carrying out and implementing micro-lesson teaching.

2.2. The Plight of Piano Micro-Teaching Teachers

Although the piano micro-class is developing at a high speed, the teaching philosophy and teaching methods of most piano teachers are obviously unable to keep up with the requirements of the development of the times. The teaching philosophy and teaching methods of piano teachers are directly related to students' learning interest and progress in learning piano. Because they have not received professional micro-lesson training, some piano teachers lack corresponding theoretical and practical support in the curriculum design of piano micro-lesson. At present, many piano teachers still have some one-sided understanding of microteaching [5]. Some teachers think that micro-lesson teaching is a short video teaching, and even re-edit the original excellent lesson video as a micro-lesson, which shows that they do not understand the real meaning of micro-lesson, and the design of micro-lesson still has many defects. For example: (1) the traditional whole class was simply and roughly cut into a demonstration section by section; (2) simply play a short video or audio; (3) the class is still teacher-centered and indoctrination-based; (4) the class is simply compressed from 45 minutes to 10 minutes, etc. All of the above is not a complete piano micro-lesson. In addition, the Internet is even full of all kinds of wrong and iroinic ideas of piano micro-lesson taught by teachers without teaching qualifications. Teachers of piano micro-lesson urgently need formal training and certification.

2.3. Predicament of the Teaching Subject of Piano Micro-Lesson Teaching

Piano micro-class teaching is conducted through the Internet. At present, most of our teaching subjects are "post-90s" and "post-00s" students. They are open-minded, active in thinking, pursuing fashion, and are more handy in using the Internet. However, some students also have some problems such as poor autonomous learning ability, insufficient consciousness, weak self-control and weak autonomous learning concept. In the absence of one-to-one and face-to-face supervision by teachers, some students cannot complete the tasks of reviewing before class and previewing after class. In particular, piano, a special subject, requires students to keep practicing after class every day in order to maintain finger function and ensure learning progress. Therefore, piano micro-class teaching is not applicable to all students to a certain extent. In addition, micro-class teaching is carried out on the network, teachers cannot ask and spot check students at any time, which easily leads to the distraction of students' attention. Piano teaching also requires demonstration performance at any time between classes. However, micro-class teaching students receive only pictures and sounds, lack of communication between teachers and students, and cannot get continuous guidance. Students' learning efficiency is easily affected by different degrees, and continuous exploration failure will dampen students' enthusiasm and lead to a decline in learning interest. All these are the dilemmas that the learning subject faces in micro-class teaching.

2.4. The Dilemma of Teacher-student Relationship in Piano Microteaching

The relationship between teachers and students is a kind of relationship resulting from the completion of teaching tasks between teachers and students in the process of education, which is also the basic interpersonal relationship in schools. The quality of teacher-student relationship will affect the teaching effect. A good teacher-student relationship is the key to the healthy growth of students. With the arrival of the information age, information is gradually applied to education in a timely manner. The traditional relationship between teachers and students emphasizes the establishment of human relations. Traditional piano teaching is generally one-to-one and piano room is the key place for teaching. Teachers and students have more opportunities for face-to-face communication. Usually there will be one or two classes a week. However, the appearance of piano micro-class has broken the situation that teachers monopolize knowledge. Students can obtain learning resources through various channels, and students can even learn independently. Teachers carry out teaching through micro-classes, resulting in space separation and psychological separation between teachers and students. The problems encountered by students in their study can be obtained through a variety of resources on the network. The face-to-face interaction between teachers and students is becoming less and less, widening the space distance between teachers and students. The communication and psychological communication between teachers and students are also reduced. Students are unwilling to turn to teachers, and teachers do not know about students' psychological status and learning progress, resulting in psychological distance between teachers and students. In addition, the

dialogue between teachers and students lacks deep-level spiritual communication and only stays in shallow-level education. The informatization of education makes the relationship between teachers and students informatization. At the same time, because knowledge is no longer the sole control of teachers and teachers are no longer the only source of students' knowledge, teachers' knowledge authority is challenged. Students' dependence on teachers has decreased, their sense of belonging to learning groups has decreased, and their independence has become increasingly serious. Teachers' personal charm is not enough to make students admire them, and the influence based on teachers' role identity has become more and more diluted.

3. The Outlet of Piano Micro-Lesson Teaching

3.1 The Comprehensive Construction of Piano Micro-Lesson Teaching System

The construction of piano micro-lesson teaching system requires relevant departments to make overall plans for the content of the micro-lesson platform so as to achieve a comprehensive teaching and multi-functional micro-lesson teaching system. In order to carry out the piano micro-lesson teaching, we must improve the hardware teaching equipment of the school, update the teaching resources related to the micro-lesson teaching, and provide the necessary conditions for the micro-lesson teaching. The software and hardware construction of micro-class teaching should go through the steps of publicity, technical training, and later evaluation feedback, so as to ensure the normal and orderly development of micro-class. Therefore, to carry out piano micro-lesson teaching, we must first construct a piano professional micro-lesson teaching platform with the functions of technology, sharing resources, learning and observing, teacher evaluation, etc. The computer terminal and the mobile phone terminal can be developed synchronously, which is convenient for students and teachers to study anytime and anywhere [5]. The software facilities can be divided into a teacher platform and a student platform, in order to facilitate background operation and management. In the process of planning the teaching content of piano micro-lesson, we should follow the professional teaching concept of piano teaching. In the initial stage of building a platform for teaching piano microteaching, it is necessary to publicize microteaching and organize microteaching teachers to carry out technical training. At the same time, piano teachers should constantly improve teaching contents, update teaching concepts, enrich micro-class teaching forms and improve teaching effects [6]. After the construction of the piano micro-lesson teaching platform, we should also improve the micro-lesson evaluation system, which is beneficial to the background operation and management. Every once in a while, experts should be organized to evaluate the teaching quality of micro-courses, teachers should evaluate the teaching quality of micro-courses themselves, and students should also evaluate the teaching of micro-courses and give feedback after class. The best teaching effect has been achieved by continuously improving the micro-class teaching platform.

3.2 The Reasonable Design of Piano Micro-Lesson Content

First, reasonably plan the time of piano micro-class teaching, plan the teaching content in a short time, and solve the important and difficult problems in the teaching process. When setting the course time, it can meet the requirements of students of different levels by making adjustments according to students of different levels. For example, students with higher piano proficiency can pay attention to the difficult parts of micro-lessons, while students with lower piano proficiency can pay attention to the basic parts of micro-lessons [7]. In this way, the practicability of piano micro-class teaching is enhanced, and the needs of students at different levels can also be met. At the same time, it can also extend the teaching of piano microteaching to secondary and higher institutions, and can also be applied to collective piano lessons to realize diversified teaching for students. Moreover, when setting up the teaching content of micro-class, we should consider the basic needs of students and pay attention to artistry and technicality. In terms of content, the curriculum is subdivided from easy to difficult to help students learn step by step. Teachers should also make reasonable teaching plans, and make teaching plans for different students, teaching students in accordance with their aptitude, and try to meet the needs of most students.

3.3 Attracting Students to Learn Independently

The subjects of micro-class teaching is students. Students should be attracted to take the initiative to learn through various ways and means, giving full play to the role of students' autonomous learning, so that students can preview before class, study carefully in class, and practice piano continuously after class to improve their skill level and performance level. For example, after-class examination of students' piano practice requires students to make their own small videos, clock in every day, take pictures of students who play the piano well and praise them, gather friends and praise them, exchange points for gifts, etc., so that students can form an atmosphere of autonomous learning before, during, after, online and offline, and effectively enhance the learning enthusiasm and initiative of piano teaching subjects.

3.4 Training Teachers who Become Expert in One Field While Possessing All-Round Knowledge and Ability

Piano microteaching is a kind of network resource with fast updating speed, which requires teachers to update their concepts in time to keep up with the new teaching method of microteaching. With the economic development of the society, most students have mobile phones, computers and other electronic products, and can obtain information resources from the Internet at any time. The level of piano teachers will be clear at a glance on the Internet. The teaching time of piano micro-class is short. Teachers should learn to quickly grasp the teaching focus and improve the learning enthusiasm of students. Therefore, if teachers want not to be eliminated by the network era, they must constantly surpass themselves and become a

professional and versatile educational talent in addition to their own specialties. Micro-class teaching emphasizes the situational composition of teaching resources and uses teaching videos to teach, which requires the integrity and clarity of piano teachers' integrated teaching resources. That is, the piano teaching content must be complete and full. Teaching design, courseware, teaching reflection and so on all belong to the content of micro-class teaching. Teachers should accurately grasp the important and difficult points in piano micro-class teaching. In order to improve students' learning enthusiasm and achieve good teaching effect, teachers should make the theme prominent and point clearly when selecting materials, and let students quickly understand their background and style characteristics when explaining works, so as to ensure the integrity of knowledge points. For example, editing some well-known classical piano teaching resources into students' favorite micro-class courses, all of which have put forward new challenges and requirements for piano teachers' abilities. Teachers must update their teaching concepts in such diverse, specific, typical and comprehensive teaching scenarios. In addition to professional piano teaching skills, teachers should master the use of computers, have a certain level of English, and have a certain understanding of the relevant production of micro-classes. Become a new type of teaching talents with special skills and multiple abilities. In daily teaching, teachers' teaching ideas should be continuously improved to meet the actual needs of piano teaching objects and the needs of the development of the times.

3.5 Establishing New Relationship between Teachers and Students

A favorable communication environment is necessary for establishing the relationship between teachers and students, which is influenced by teachers, schools, families and other aspects. Educational activities is an organic whole, which is realized under the joint action of many factors, including schools, families and teachers. With the popularization of piano micro-classes, it is necessary to strengthen the construction of class environment and information education environment in piano micro-classes, especially in piano collective classes. Class environment involves whether teachers and students can communicate effectively in class, including classroom construction, class facilities, classroom arrangement and seating arrangement, etc. In addition to modern teaching equipment such as computers, high-definition projectors and audio amplifiers, there are also network courses and network communication platforms to strengthen the construction of basic information facilities and improve the level of hardware and software. Teachers should improve the application level of information technology, master audio and video teaching methods in class, adopt a democratic attitude towards students, and use micro-class platform to communicate with students after class. In addition, we should give full play to the unique advantages of family education, so that students can actively cope with the trend of information technology and guide them to use information technology to study rationally. At the same time, parents should communicate with teachers more, to master and feedback their children's learning trends and after-school exercises at any time.

4. Conclusion

The continuous development of network media has provided valuable applications to education, and the appearance of piano micro-class teaching has impacted the traditional piano teaching. Applying micro-class to piano teaching can effectively improve classroom teaching efficiency, reduce teachers' teaching pressure and facilitate students' learning. At the same time, piano micro-teaching is also facing many new dilemmas. The problems of standardized training of teachers, informatization of teacher-student relationship, loss of students' learning initiative, hardware and software facilities for micro-teaching will affect the future development trend and trend of piano micro-teaching. In view of these problems, this paper puts forward some opinions and suggestions to get out of the dilemma, hoping to play a positive role in the development of piano micro-class teaching, deepen and supplement the traditional piano classroom teaching mode, and effectively use advanced teaching concepts to create a new era of piano teaching.

Acknowledgement

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