

Piano Teaching Mode in Normal University Guided by Employment Demand

— Taking Sichuan Minzu College as a Case Study

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Abstract—With the diversified development of social needs, the employment of music majors in normal universities is no longer limited to primary and secondary school teachers, but shows diversified development. Through questionnaire survey and field interview survey, this work investigated the employment flow of the students graduated from Sichuan Minzu College in recent years, and analyzed the improper aspects of the current piano teaching mode in the college. At the same time, the corresponding countermeasures were put forward guided by employment, in order to make the piano teaching in the college develop in the direction of improving students' employment.

Keywords—music major in normal universities; employment flow survey; piano teaching; problems; countermeasures

I. INTRODUCTION

The major of music education in normal university aims to train qualified music teachers for primary and secondary schools. With the expansion of college enrollment and the gradual improvement of the recruitment threshold for teachers, the teachers' positions offered by the society are far from meeting the employment needs of normal university students. However, the diversification of social needs is becoming more and more obvious. The employment of normal university students is no longer limited to the teacher industry, and it is beginning to show diversification and grassroots. The change of employment will certainly require normal university to make corresponding adjustments for piano teaching. Based on the employment flow survey of recent graduates from Sichuan Minzu College and guided by employment, this work attempts to put forward feasible strategies for piano teaching in normal universities.

II. THE EMPLOYMENT FLOW SURVEY OF MUSIC GRADUATES IN NORMAL UNIVERSITIES

The Sichuan Minzu College is a national normal university located in the minority area. Through the follow-up survey of recent graduates' employment, it is found that there are five main ways for graduates to obtain employment.

A. Entering the primary and secondary schools as a music teacher

The goal of talent training in normal universities is to be qualified music teachers in primary and secondary schools.

Therefore, it is the most favored and appropriate job for normal university graduates to be teachers. According to the employment survey, more than 60% of the graduates in the college have finally entered the primary and secondary schools for music teaching. However, due to the number of music teachers in a school is far less than that in other subjects, music teachers in primary and secondary schools are gradually saturated in recent years. Therefore, the proportion of music graduates in normal universities in primary and secondary schools is becoming less and less, and the employment area is becoming more and more grassroots.

B. Entering the social music institution as a piano teacher

In recent years, more than 75% of the graduates in the college are social music institutions when they first leave campus, accounting for the largest proportion of the initial employment rate. The saturation of music teachers in primary and secondary schools has prompted more and more graduates from normal universities to join the social music institutions, and they become the main force of amateur piano teaching.

Social music institutions mainly include art training center, piano training center and piano line. The training direction of the art training center is usually diverse and targeted, including not only music but also dance, and even art, calligraphy, etc. Music training is mainly for musical instruments, in addition to vocal music, theory, etc. Students are mainly primary and secondary school students and some institutions also conduct intensive training for art examiners before examination. Piano training center only teaches piano. Piano house is a place where piano sales and teaching are combined. Graduates' income is also composed of sales commission and class allowance. Due to the low threshold and large demand, social music institutions are the easiest way for graduates to leave the campus. However, social music institutions are greatly affected by the market. Teachers' income is unstable, and the welfare security system is not perfect. Many graduates end up teaching in primary and secondary schools through various channels.

C. Engaging in other music jobs

Some of the students with solid majors have joined the dance troupe as piano soloist and accompaniment, and some of them have joined the performance company as band keyboard player. A few of them have entered units in remote areas to engage in music related work, such as cultural centers, mass art

centers, TV stations, etc. Such units have high requirements for students' comprehensive quality, and have not made rigid requirements for students' piano ability.

D. Self-employment

Most of the students run piano houses, training centers, performance companies, and a very small number of students start businesses in other industries. In recent years, the proportion of graduates' self-employment has increased year by year. First, the difficulty of teacher recruitment is getting bigger and bigger, and the threshold is getting higher and higher. Second, in recent years, the state has issued a number of policies to encourage college students to start their own businesses, and the rapid development of the cultural industry has also promoted employment diversification. In ethnic areas, the vibrant tourism industry has promoted the vigorous development of local service industry. Many graduates open supermarkets, operate hotels, contract scenic performance, etc., in the scenic spots, which embodies the spirit of contemporary college students to be brave in innovation, dare to think and dare to do, not afraid of hardship and not afraid of failure.

E. Switching to other industries

Very few graduates will choose other majors. In recent years, many students of the college have entered the grass-roots level to engage in administrative work through one village, one university, western plan, public recruitment, etc. According to the interviews with these graduates, most of the reasons for choosing this occupation are due to the current employment pressure and their professional strength. Although the working environment is far away from the city, and the occupation they are engaged in is totally inconsistent with the major they have learned, they have finally obtained a stable occupation.

III. THE EXISTING PROBLEMS OF PIANO TEACHING MODE IN THE COLLEGE BASED ON THE EMPLOYMENT SURVEY

A. The teaching goal setting is unreasonable

The early piano teaching mode of the college mainly imitates the professional music colleges, and ignores the normal characteristics of normal university education. After several rounds of teaching reform, the piano teaching gradually returns to the original intention, and the emphasis on students' accompaniment ability increases year by year. Although the piano course is still the core course of the major, its purpose has changed fundamentally, and it has become the first basic course of piano accompaniment course. The credits and proportion of piano lessons are reduced, and the class hours of accompaniment course are increased. Accompaniment courses have gradually become the most important subject of music major. However, through the employment flow survey of graduates, the previous teaching objectives have not met the current needs of talent training, and have not made corresponding changes.

B. The teaching mode is old and the quality of training is low

1) Single teaching form and teaching means

Throughout the piano teaching situation of music major in China's normal university, the monotonous teaching form and means are very common, and the college is no exception. In the teaching process, teachers often use the cramming teaching method to let students carry out mechanical exercises blindly. Many teachers have used the teaching form of individual courses for a long time, neglecting the important role of collective class, group class and observation class. They do not use MOOC class, micro class and other teaching methods. The teaching content is old, and they do not include four hand joint play, piano ensemble, etc. In the process of teaching, there is a lack of communication between teachers and students. The learning atmosphere is not strong enough, and the learning efficiency is low.

2) Emphasizing skills over theory and emphasizing teaching over practice

The theory not only refers to the theory of piano performance, but also refers to the theory of piano teaching method. At present, piano teaching in normal university is generally lagging behind in relevant theoretical teaching. From the employment survey, most of the students are engaged in piano teaching after graduation (i.e., only playing well is not enough, but also teaching well). In addition, as long as students are engaged in professional work, they will definitely have the time to show on the stage. Piano performance itself is a performing art, inseparable from the stage. Nowadays, there are competitions for teachers' normal skills and professional skills in many areas every year. Various music education institutions often hold teacher skills exhibitions, concerts, etc. If they have not experienced a certain amount of stage training, the success rate of stage performance is very small.

3) The assessment system is not perfect and the assessment is not strict

There are some students choose other industries, which is actually a helpless choice. They can only find another way out without any competitiveness in professional performance. China's higher education has been strictly entering and extending for many years, and the assessment system is set by universities themselves with different standards. Moreover, the piano operation courses have strong subjectivity in the examination, so the phenomenon of test drainage and human scores is very serious. Many students don't pay attention to the accumulation of repertoire. They practice one or two works in a semester to cope with the final exam. Many students can only play solo, lack of cooperation ability, and are not competent for the works of four hand joint play and ensemble.

C. Failing to pay attention to the cultivation of students' comprehensive quality and basic ability

In modern society, there is a great demand for "application-oriented" and "compound" talents in various industries. Unfortunately, the progress of higher education in this area has not been kept up with, which is often a little bit of thunder and rain. Only focusing on the cultivation of students' professional ability is almost a common problem in every normal university. Many piano teachers unilaterally emphasize the importance of

professional skills and do not require students' comprehensive quality and basic ability, which leads to students' narrow knowledge, hard learning and poor comprehensive ability. The follow-up development of students was seriously affected.

IV. RESEARCH ON THE FEASIBLE COUNTERMEASURES OF PIANO TEACHING MODE IN NORMAL UNIVERSITY GUIDED BY EMPLOYMENT

A. *Changing the teaching idea, formulating the reasonable teaching goal and adjusting the curriculum*

Through the graduates' employment flow survey, the previous teaching objectives have not met the current social needs. The teaching objectives of piano course should not only offer qualified music teachers for primary and secondary schools, but also cover music teachers, social piano teachers, amateur piano players, etc. The piano curriculum should also be adjusted accordingly, especially considering that the main teaching object of social music education institutions is children about four or five years old. Therefore, in addition to piano teaching method and basic piano skills, it is also necessary to add infant psychology, infant pedagogy, Orff music teaching method, etc. According to the students' actual situation of different types, the corresponding teaching forms and means are formulated and the teaching objectives and curriculum are improved. It should focus on employment, and focus on the professional music teaching ability required by the "teaching" that most graduates are engaged in. It is necessary to improve the teaching mode, reasonably design the teaching content and increase the employment competitiveness of students. All-round talents with both playing ability, accompaniment ability and teaching ability should be cultivated [1].

B. *Promoting teaching reform and improving piano teaching quality*

1) *Enriching teaching forms and means*

In the past ten years, the enrollment of music majors in normal university has increased dramatically, so it is not realistic to use the teaching form of individual courses. It is suggested to adopt the teaching form of combining individual class, group class and collective class according to the students' specific situation. At the same time, regular observation classes are carried out. Students are required to comment on each other, and teachers and students are required to complete a certain period of MOOC class and micro class learning, so as to improve the quality of piano teaching in normal university [2].

2) *Strengthening the study of relevant theoretical courses and attaching importance to stage practice*

Theory and skill are always independent and complementary, and piano teaching is no exception. Whether it is piano work or piano accompaniment work, it is a teaching material that gathers various knowledge or even multi-disciplinary theories. Besides piano knowledge, it also covers music theory, harmony, style and even literature, art and history. This knowledge plays an important role in strengthening the cultivation of students' appreciation ability, broadening their knowledge and improving their artistic

accomplishment. Piano teaching method, as a kind of teaching theory course, has been excluded from the curriculum of music major in normal university for some time. Based on the current employment flow of graduates, the proportion of students engaged in piano education after graduation is quite large. Therefore, the teaching of piano teaching theory course must be strengthened to enable students to be at ease in piano teaching in the future [3].

Moreover, we should build more practice platforms for students and encourage students to actively participate in all kinds of practice activities at all levels. Stage practice and extra-curricular art activities are included in credits, and all students are required to participate in stage practice for corresponding times every year to improve stage ability and professional skills.

3) *Establishing a scientific and reasonable assessment system and strictly controlling the assessment*

As the saying goes: there is pressure to have motivation. In order to improve the quality of teaching and the comprehensive quality of students, the assessment must be strictly controlled. It should perfect the examination system, strictly examine the discipline, and give the students some pressure. They can gradually change from asking me to study to urging me to study, and finally to the state that I want to learn. The form and content of the examination should be enriched, and the way of drawing lots to decide the examination content two or three weeks before the examination should be adopted. Four hand joint play, piano ensemble, ensemble, etc., should be included in the examination, and the performance of usual back to class, stage practice and extracurricular art activities etc., should be included in the examination [4].

C. *Improving students' comprehensive quality, training students with one specialty and many abilities and developing to applied and compound talents*

In addition to the professional ability, stage ability and teacher training ability, lifelong learning ability and innovation ability are the necessary abilities for college students in the new era. Nowadays, the traditional music teaching method has been unable to meet the needs of the times. Both primary and secondary school music classes and social music institutions have introduced modern information technology for teaching. The development of the future society makes it impossible for a job to be competent only by professional knowledge or skills, but the integration of multiple disciplines. The knowledge and skills are facing the possibility of updating at any time, and even piano, a traditional subject, needs modern teaching methods to develop better. Therefore, piano education should emphasize the development of specialization to high quality and high ability. Students need to have lifelong learning ability and innovation ability to keep up with the pace of the times and meet various challenges from the society [5].

V. CONCLUSION

To sum up, the demand of society for talents is changing with the development of productivity, and the training objectives and methods of education for talents should also be changed. However, there are some problems that can't be

ignored in today's higher education. The training objectives and methods should be adjusted at any time according to the needs of the market. Piano education in normal university should continue to perfect and improve on the essence of the previous teaching mode. Combined with the students' cognitive characteristics and learning ability, the diversified and modern piano teaching is carried out, and the related qualities and skills of piano accompaniment, playing and teaching are cultivated, so as to transport high-quality talents for the development of music culture in China.

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