



A Brief Discussion on Social Arts for Education: Group Piano Lessons

GAO Li

Kolej International College, Krirk University, Maha Nakhon 10220, Thailand

Email : 1146043158@qq.com

Abstract

As we all know, piano is a keyboard instrument in Western classical music, which is known as the “King of Musical Instruments”. With the continuous progress of modern society, the piano, as a symbol of nobleness and elegance, has also entered thousands of households and has become a focus for parents to cultivate their children’s hobbies.

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Introduction

At present, the most common way of learning the piano is one to one teaching. Almost all piano students find it difficult to accept a group piano lesson or a team piano lesson. Next, let’s talk about group piano lessons.

First of all, what is a group lesson of piano?

In brief, it means giving a lesson to a group of children.

A group lesson is mainly based on the knowledge and rules of group learning of the children, which includes understanding group orders and individual orders, and cultivating the habit of listening and observing. Collective emotional understanding and cognitive learning creates new opportunities of learning for children. Children not only learn how to adapt to society, but also learn how to become better individuals through socialized and collective learning. A group lesson must uphold the principle of seeking common ground (the same form) while reserving minor differences (allowing children to develop self-consciousness).

Education Philosophy

Some may ask, if a child is not good at either listening or observing and lacks concentration, how can he/she learn anything in a group lesson?

Group class activities can generalize and allow the practice of skills learned from individual classes in a collective environment. More importantly, the children’s awareness of competitiveness, their basic communication skills, self-protection awareness, being patient in the classroom, following the lesson and focusing in class, can only be trained in a group lesson.

It is children’s nature to play. The activities in a group lesson are a kind of voluntary, relaxing and fun activities without coercion. To add the professional knowledge to each link of the interest-oriented teaching activity, which can be easily accepted by children as it is relaxing and fun.

At present, there is a common phenomenon in the domestic piano teaching market, that is, in the initial enlightenment education stage, many children learn piano, but few can persist. The reason is that most think piano learning is boring.

So how to motivate children's interest in learning the piano? Speaking of this, we must trace back to the source of piano learning, that is, piano enlightenment education. As we know, the focus of teaching lies in cultivating a hobby, reserve and familiarization of basic knowledge and mastering of core skills.

So how to motivate children to learn?

How to help them accumulate basic knowledge and master basic skills?

As Mencius said, "It is much more joyful to share happiness than to enjoy alone."

It can be seen that it is much more joyful to share happiness than to enjoy alone. It is exactly a group lesson that stimulates children's interest to learn, that allows the lesson to be fun and children to engage with the teachers. The children can interact actively with each other and the teacher, so that the children can form healthy competition and increase the fun and efficiency of the learning process. More importantly, a group lesson can enhance children's ability to collaborate and communicate in groups.

Analysis of Piano Teaching

In piano teaching, this kind of group lesson can stimulate children's competitiveness. Competitiveness is human nature. In the same class, witnessing others' playing the piano better than oneself can stimulate competitiveness, making children more active in learning and practicing.

Meanwhile, a group lesson allows children to see others' advantages and disadvantages. In the same piece of music, different children will have different difficulties at various times. In the same class, children can compare against each other, discover their own shortcomings and "correct what is wrong, continue what is correct".

Moreover, a group lesson allows children to get to know ensemble earlier. On one hand, ensemble can increase their interest in piano learning; on the other hand, it will lay a foundation for the future collaboration between the children and other instrument players in a symphony orchestra.

It is said that "interest is the best teacher". Once we have a great interest in a certain activity, we will concentrate on it, observe it, memorize it, imagine it and become quick in thinking while the whole mental activity is in a positive state. Therefore, during teaching, we should focus on stimulating the students' interest.

A complete teaching activity generally includes three basic steps, that is, a beginning, the intermediate and an ending.

In response to these three steps, we describe the process of stimulating interest during a piano lesson as introducing interest, continuing interest and extending interest.

1. Introducing interest is "an important premise of reaching the teaching objectives", which should be done at the beginning of the teaching activity. In this part, it is key whether the teacher can successfully attract the children's attention and stimulate their interest.

As a beginning, introducing interest must be interactive and able to catch the children's attention. Teachers should create a good learning environment, use appropriate languages (both oral and body) to accurately provide a great model, grasp the basic principle, emphasize the key points, clarify the rules, refine the requirements, and take the initiative to stimulate the children's interest.

2. Continued interest is "a guarantee for the success of the teaching activity". During the teaching activity, continuing interest refers to maintain the students' interest in learning, in order to cultivate a positive learning attitude, emotions and values.

During the teaching activity, teachers can also add games to the teaching process, and switch their own roles from teachers to game players and partners, so that children can remain interested in the free and relaxing learning atmosphere to achieve the purpose of learning while playing.

During teaching activities, teachers must see the children as the main body, and believe in their potential, so as to stimulate their interest during self-learning activities. Let every child have the opportunity to express and share experience, using a variety of teaching methods, alternating between dynamics and statics, and a combination of new and old to mobilize the children's interest in learning.

3. Extending interest is “the key driving force and the last step for extended teaching activities”. Teachers can continue to extend children’s interest through extending the breadth and depth of learning content in a timely and reasonable manner, which not only allows students to grow deep interest in the existing teaching activity but is also conducive to cultivate their expectations into the unknown field.

In order to extend the children’s interest in learning, we must:

- respect and trust them;
- commend and encourage their creativity;
- recognize and assure their learning results;
- provide them a platform to increase their confidence;
- so that they can
- share with success, verify with tasks
- ask with curiosity, show with pieces of work
- practice with skills and progress with interest.

The above-mentioned methods meet the psychological needs of students at this stage, which can help them progress at different levels.

Overall, during teaching activities, to stimulate the children’s interest is an important means to mobilize their energy, creativity and initiative. Teachers should see the study of stimulating children’s interest as a necessary part of teaching, and an essential part of an educator’s skill. During teaching activities, teachers should not only understand the children, analyze the teaching materials, grasp the key and difficult points of teaching, but also remember to stimulate the children’s interest all the time and give full play to the children’s dominant role in learning.

The teaching itself is fun and creative rather than a repetitious practice, fast playing and loud music. Practicing music simply for completing a task cannot truly interpret music. Therefore, we need to have global music education.

It is believed that social basic education, the group piano lessons, will be a bridge for children to learn the piano, to stimulate their interest, and to guide them into the world of music.

The group piano lessons will return the children to a happy childhood, so that they can “fully experience, feel, learn and love music”.

In a word, piano group lessons have social values beyond estimation. Since they are more down to earth, everyone can take one more easily, which have created more opportunities for the discovery and cultivation of piano professionals. As a saying goes, “Every professional has his or her specialty”, so does piano teaching. Every teacher is good at a teaching stage. With piano teaching, the first teacher will foster students’ interest in music before tapping their music potential on a one-to-one basis. Ultimately, the students will be led and cultivated by a piano master to become an excellent pianist.

Conclusion

The piano group lesson follows the trend of social development and satisfies the public requirements. It will become popular in every class of the society, to truly allow social music education to become a reality and cultivate all-round talents. The author is convinced that piano group lessons will surely lead the children to fall in love with the art while learning the skill.

The author’s lifelong mission is to help children happily learn the piano.

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