

# Exploration of the Practical Path of Experiential Teaching Method in Piano Teaching in Comprehensive Universities

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**Abstract:** Piano education, as an art course, occupies an important position in the art majors of comprehensive universities. With the continuous deepening of educational reform, the concept, methods, and content of piano education in comprehensive universities also need to be updated and upgraded, committed to effectively improving students' music literacy while mastering piano knowledge and skills. The application of experiential teaching methods in piano teaching in comprehensive universities highlights the student-centered position, focuses on enhancing students' learning experience, and promotes the high-level development of students' comprehensive abilities. This article explores the application of experiential teaching methods in piano teaching in comprehensive universities, proposes a rational practical path, and hopes to provide a reference for relevant educators.

**Keywords:** Piano teaching; Experiential teaching method; Music literacy; Teaching method

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## 1. Introduction

At present, the piano teaching objectives of comprehensive universities focus on cultivating students' piano performance skills and abilities, as well as fostering their enthusiasm and creativity for learning the piano. Although this teaching mode can have certain effects, many students' piano learning is too mechanized and they lack enthusiasm for learning. In comprehensive university piano teaching, the application of the experiential teaching method emphasizes individualized teaching, enriches students' subjective learning experience, gradually improves students' piano performance and performance skills in practice, and provides support for the comprehensive development of students' overall quality. Strengthening the application research of the experiential teaching method in piano teaching in comprehensive universities is of great significance for improving teaching quality and promoting the comprehensive development of students' overall quality.

## **2. Connotation of experiential teaching method**

The experiential teaching method is a teaching approach that highlights the student-centered position and focuses on their subjective feelings. Compared to rote learning methods, experiential teaching emphasizes fully integrating students' individual cognitive levels and life experiences, creating teaching situations that help stimulate students' learning interests, enhancing students' emotional experiences, and radiating emotional resonance, which is of great significance for promoting students' comprehensive development. The application of the experiential teaching method in piano teaching in comprehensive universities focuses on guiding students to learn and master piano performance skills, quickly enter the emotional state of performance, and promote the development of students' piano performance skills <sup>[1]</sup>.

## **3. Values of experiential teaching method in piano teaching in comprehensive universities**

### **3.1. Stimulating students' learning initiative**

In comprehensive university piano teaching, in order to fully utilize the advantages of the experiential teaching method, teachers need to actively change their thinking mode, give full play to the advantages of the experiential teaching method, abandon traditional teaching mode, and strengthen the guiding role of teachers around students' learning interests. While mobilizing students' learning initiative, students can correctly understand the significance of piano learning, explore and demonstrate their own potential, improve their confidence in piano learning, and ultimately achieve the goal of high-level development of students' piano professional skills <sup>[2]</sup>.

### **3.2. Integrating students' skills and emotions**

At present, piano teaching in comprehensive universities focuses on students' learning and mastery of piano skills. While learning piano skills, they also explore the emotions behind music works, support students to systematically learn music knowledge, feel the potential charm and characteristics of music works, and endow students with lasting learning enthusiasm. The practical application of experiential teaching helps students to be exposed to different styles and types of music works, improve their music interpretation skills, apply the skills they have mastered to interpret, enhance their performance skills, and gain rich emotional experiences. In addition, the application of the experiential teaching method emphasizes students as the main body of the piano classroom, while teachers assume the role of guidance and support, guiding students to enhance their learning experience and deepen their recognition and love for piano learning <sup>[3]</sup>.

### **3.3. Promoting students' comprehensive development**

The application of the experiential teaching method in piano teaching in comprehensive universities is of great value in promoting students' comprehensive development. The experiential teaching method is different from traditional teaching methods in that it can create a relaxed and enjoyable learning atmosphere, avoid the dull atmosphere in traditional classrooms, stimulate students' learning initiative, reduce the pressure of mechanical learning, gradually cultivate students' good learning habits in practice, and establish a more positive and full attitude towards piano learning. Moreover, this approach can effectively broaden students' horizons, increase their knowledge, and promote the high-level development of their innovation ability and music literacy.

## **4. Problems of experiential teaching in piano teaching in comprehensive universities**

### **4.1. Teachers' cognitive bias towards experiential teaching method**

Based on the experiential teaching method, piano teaching activities are carried out. Some teachers, due to their age, habitually use the cramming teaching method and have a low acceptance of the new teaching method, resulting in strong resistance. Even if experiential teaching methods are used to carry out piano teaching activities in accordance with the requirements of teaching reform, some teachers lack sufficient understanding of the advantages and effects of experiential teaching methods and lack sufficient enthusiasm to apply experiential teaching to actual teaching. In most cases, they still habitually use oral lectures and exemplary demonstrations as teaching methods <sup>[4]</sup>. Some teachers have insufficient understanding of experiential teaching methods, only understanding them as appreciating piano pieces without setting up teaching situations that are conducive to cultivating students' learning interests, or excessive hints and guidance in actual teaching, inevitably limiting students' emotional expression.

### **4.2. Superficial experiential teaching**

In piano teaching in comprehensive universities, some teachers only focus on introducing experiential teaching methods in order to meet the requirements of teaching reform, but the traditional teaching mode has not undergone fundamental changes. In teaching design, teachers have incorporated student experience elements to encourage students to enrich their learning experience, explore emotional elements in music works, or express their opinions and viewpoints through works. However, after the experience, teachers immediately adopt traditional teaching methods, inevitably weakening students' emotional experience and even having a reverse effect, which is inconducive to improving students' piano learning effectiveness <sup>[5]</sup>.

### **4.3. Insufficient student experience**

The experiential teaching method emphasizes the student-centered position and enhances interaction in the classroom. However, in actual teaching, some teachers' guiding role is not fully utilized, resulting in weak student learning initiatives. They view it as a form of entertainment or game activity and even consider it a waste of time and unnecessary, and greatly weakens the sense of experience. In the piano learning experience, students rarely think about the direct relationship with piano learning and naturally fail to use experiential teaching methods to enhance the piano knowledge learning experience, which deviates from the essential goals of experiential teaching and restricts the full play of the advantages of experiential teaching methods.

## **5. Application practice of experiential teaching method in piano teaching in comprehensive universities**

### **5.1. Updating the teaching philosophy of teachers and teaching according to their aptitude**

Under the background of piano teaching reform in comprehensive universities, teachers should actively update their teaching concepts, highlight the student-centered position, give full play to the guiding role of teachers, and motivate students to actively engage in piano learning. Teachers should actively participate in professional learning and training, update teaching concepts, strengthen teaching practice, accumulate rich teaching experience, and fully meet students' cognitive laws and learning needs. In experiential teaching, teachers need to continuously optimize experiential teaching activities and adjust activity content based

on a full understanding of students' individual situations, in order to enrich students' learning experience and improve the effectiveness of piano knowledge and skills learning. For example, when learning Mozart's Türkiye March in the piano class, in order to help students deepen the style and emotional understanding of the work, teachers can first introduce the creation background of the work, help students understand the emotional changes of Mozart's creation, and with the support of rich materials, enable students to deeply understand and master the style characteristics of the music <sup>[6]</sup>. Türkiye March mainly contains three movements, and the overall melody of the work is simple and cheerful. The performance techniques of the work are quite difficult. The first movement is in A major. After explanation and demonstration by the teacher, students are encouraged to independently experience the emotions and artistic beauty in the work, laying the foundation for the integration of subsequent techniques and emotions. The second movement has a relatively difficult performance technique, involving alternating left and right hands. Students need to integrate their emotions into the performance process while playing correctly, in order to enhance the integration of skills and emotions. In addition, students have different levels of learning, so teachers should tailor their teaching to their individual needs, select different types and styles of piano works based on their learning situation, enhance teaching interest, support students' deep thinking and learning, improve their understanding and recognition of music works, and lay a foundation for efficient and immersive learning in the future. For example, for students with weak foundations in piano knowledge, targeted teaching activities on basic performance techniques can be organized to lay a solid foundation for further in-depth learning. For students with strong comprehensive skills, increasing the difficulty of music knowledge teaching and appropriately extending and expanding on the basis of textbooks are recommended actions. By optimizing teaching concepts and strengthening students' understanding of piano knowledge during the learning experience, we aim to promote the high-level development of students' innovation, playing, and learning abilities. When choosing piano pieces, students' opinions and preferences should be considered, and works that help cultivate students' interest in learning should be selected to lay the foundation for efficient classroom construction <sup>[7]</sup>.

## **5.2. Highlighting the student-centered position and enhancing students' autonomy in learning**

In the process of experiential teaching, teachers should encourage students to learn and explore independently. Based on their own learning needs and interests, they should search for online courses, music books, concert videos, and other materials to train students' self-learning abilities <sup>[8]</sup>. Teachers can also design some open-ended learning tasks, where students choose a favorite piece of music, conduct in-depth research on the background, performance techniques, style characteristics, and emotional elements of the work, and share the research results in the classroom to gain a deeper understanding of the content and style of the music work and improve learning effectiveness. Due to experiential learning encourages students to cooperate and communicate with each other, in piano teaching, students can be divided into multiple groups for collaborative learning, observing and commenting on each other, and working together to solve problems in piano performance. By adopting this approach <sup>[9]</sup>, in addition to helping students comprehensively examine their shortcomings in playing, it can also effectively enhance their teamwork spirit and provide support for the development of their music literacy. In addition, experiential teaching requires teachers to fully utilize their guiding role, provide timely feedback on students' piano performance, acknowledge their progress, and provide timely guidance and inspiration for any shortcomings. Personalized feedback can not only help adjust learning methods and clarify learning goals but also encourage students to fully exert their subjective



initiative and devote themselves wholeheartedly to learning. In addition, in piano classroom teaching, teachers can also introduce technical means such as video and recording to assist students in objectively understanding and comprehending their own performance effects, promoting students' self-reflection and improving habits. For example, in the study of Haydn's Symphony No. 45, experiential teaching activities are organized to highlight the students' subjectivity and encourage them to learn and explore independently. The first movement of this work is fast-paced, the second chapter is A breaking the slow tempo, and the third and fourth movements are a trio of minuets and rapid rhythms. Students are encouraged to gradually adjust their learning methods and become more proactive in learning piano performance skills through independent practice and feedback on music. The orchestration of this work includes bassoon, oboe, string instrument, and horn. Through students' independent learning, they can deepen their understanding of the content of the work and further extend and expand it according to their own interests, subtly promoting the development of students' music literacy.

### **5.3. Creating experiential scenarios to enhance students' music literacy**

In comprehensive university piano teaching, creating experiential situations can effectively enhance students' understanding of musical works and gradually improve their music literacy through enriching the experience process. In order to help students adapt well to stage performances, teachers can simulate performance scenes such as competitions and concerts, allowing students to play works in the context, enrich their practical experience, strengthen their psychological qualities, and continuously adjust their performance states in practice, thereby better adapting to different venue environments and improving students' stage performance. Multimedia technology, as an important means in the current field of education and teaching, can integrate rich and diverse piano teaching resources, vividly present teaching content through audio, video, animation, and other forms, and create contexts related to music works. Based on situational creation, it facilitates students to deepen their understanding and comprehension of the connotations of music works and promotes the development of their creativity and imagination<sup>[10]</sup>. For example, when teachers lead students to learn Beethoven's Moonlight Sonata, playing historical background videos related to the work can assist students in deeply experiencing Beethoven's emotional changes at that time, enhance their understanding of the work, and play an important role in improving the performance effect of the work. In addition to classroom teaching, piano teachers can also organize music practice activities such as music lectures, music salons, and creative competitions to enrich students' extracurricular lives, deepen their learning and understanding of music through practice, and promote the development of students' music literacy and performance skills.

### **5.4. Optimizing evaluation methods and improving teaching quality**

Piano teaching evaluation is an important part, timely and effective evaluation can objectively reflect the quality of teaching and learning effectiveness. However, the traditional piano teaching evaluation method is too single, mostly relying on teachers to evaluate students' performance. Although this method can provide feedback on students' piano performance skills, it does not fully evaluate their emotional expression, music understanding, and innovation ability. In experiential teaching, the evaluation content should be diversified, comprehensively evaluating students' music understanding, innovation ability, performance skills, teamwork, etc., reflecting students' piano learning achievements as objectively and comprehensively as possible, and inspiring students to continue to improve and enhance.

In addition to outcome-based evaluation, the evaluation method should also focus on introducing

process-based evaluation to enhance the pertinence and comprehensiveness of the evaluation. The process evaluation in piano teaching mainly includes students' daily classroom participation, learning attitude, cooperative performance, etc. Consequential evaluation is a comprehensive assessment or final assessment method at the end of the course, which combines multiple evaluation methods to improve the accuracy of students' piano learning evaluation and provide reference support for subsequent teaching improvement.

## 6. Conclusion

In summary, the experiential teaching method, as a teaching method that enriches students' emotional experience, can be applied in piano teaching in comprehensive universities to further highlight the students' subject status and motivate them to actively engage in learning. Under the guidance of teachers, students are supported to efficiently learn piano professional knowledge, promoting the high-level development of students' piano performance skills and music literacy.

## Disclosure statement

The author declares no conflict of interest.

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