

An Analysis of Autonomous Learning Strategies in Music Education for College Students: A Case Study of Piano Majors

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Abstract: The learning of piano professional knowledge is highly mechanical and tedious. Students who want to improve their piano art cultivation must have strong self-learning abilities. At the same time, the generation of self-learning ability can also increase students' love and learning experience for piano learning, helping them complete more music creations. This article analyzes the significance and current situation of autonomous learning among college students and explores how to transform teacher thinking and create a good classroom atmosphere. Among the ways of learning, strategies include carrying out personality classification teaching based on student characteristics, emphasizing interactive teaching and quickly improving self-learning quality. A preliminary exploration was conducted on the strategies for autonomous music learning among college students from four aspects, based on their learning situation, developing a reasonable self-learning plan, etc.

Keywords: College students; Music education; Autonomous learning; Piano major

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1. Introduction

Looking at the current situation of China's teaching system, the new curriculum reform has been implemented for some time. Both the nine-year compulsory stage and the higher education stage have benefited greatly from it ^[1,2]. Implementing autonomous learning awareness training activities for college students also includes some contents of the new curriculum reform. By cultivating students' self-learning ability, they can adapt to the development of modern education and society and bring them multiple levels of growth significance and value ^[3].

2. The significance of encouraging self-directed learning in music education for college students

2.1. Help students develop independent thinking habits

Influenced by the traditional education system, most college students often search online or seek help from

piano teachers when encountering problems. Before and after obtaining answers, they do not engage in in-depth thinking about the problem ^[4]. Therefore, in piano classrooms in universities, cultivating students' autonomy can not only help them develop the habit of independent thinking after weaning but also help them understand the importance of self-learning ability and feel the sweetness of self-learning in future life and work, thus cultivating awareness and habits of lifelong learning.

2.2. Help improve the teaching efficiency of piano major

Many piano teachers in universities are very concerned about teaching efficiency. When teaching efficiency is low, they often doubt their workability. They also overlook an important factor: students are the masters of the classroom. Even high-level teachers find it difficult to improve teaching efficiency if there is a lack of student participation in the classroom. Simply put, it refers to the lack of self-directed learning behavior among students, which affects teaching efficiency and quality ^[5]. Therefore, by exercising students' self-directed learning behavior and habits in the classroom, piano teachers in universities can effectively improve the teaching efficiency and level of piano majors, thereby completing the talent cultivation tasks assigned to them by the school and society.

2.3. Help piano major students find employment smoothly

In today's era of rapid technological and economic development, students majoring in piano must have good self-learning abilities to avoid being eliminated by enterprises and society. Therefore, while cultivating students' self-learning ability, piano teachers in universities also need to make them aware of the limited and outdated knowledge and skills learned in school and the evolving social environment. Through various means of cultivating self-directed learning abilities, students can develop a habit of actively and independently learning new knowledge and music, thus preparing for a smooth future employment ^[6].

3. The current situation of autonomous learning in music education for college students

3.1. Unclear goals for self-directed learning

College students who have been in an exam-oriented education environment for a long time are accustomed to the classroom mode of "putting on their clothes and opening their mouths." Therefore, most piano majors in universities lack good self-learning abilities and have unclear goals, ultimately leading to insufficient motivation for self-learning in university piano classrooms ^[7]. At present, piano majors in universities pay more attention to whether the theoretical explanations provided by the teachers are comprehensive and whether the demonstration of piano playing and singing skills is standardized. There is insufficient guidance for students to develop independent learning plans and objectives. Unclear independent learning goals and plans can make students more passive in piano learning and weaken their awareness of active learning.

3.2. The method of self-directed learning is not scientific

To enhance the self-directed learning effectiveness of piano major students, teachers must impart scientific self-directed learning methods to students ^[8]. However, most college students have a strong sense of independence and personal learning habits, thus possessing a certain degree of self-learning ability. However, the self-learning methods are not scientific, leading to low piano learning efficiency. For example, when learning piano theory knowledge, some students may actively memorize but this learning method is often too rigid, and the final learning effect is not ideal. At this point, if the teacher can identify the shortcomings of students, provide correct

guidance and make up for the shortcomings in self-learning, it can greatly improve the quality and efficiency of students' piano self-directed learning.

3.3. Lack of emphasis on information technology

The combination of information technology and piano classrooms in universities can provide many conveniences for college students to learn piano skills independently ^[9]. At the same time, it can also strongly support the development of self-directed learning activities. Therefore, it is necessary to leverage the value and role of information technology in professional piano classrooms. However, most university piano teachers have not introduced modern information technologies such as computers, pad micro-courses and MOOCs into students' self-directed learning.

4. Autonomous learning strategies for college students in music education

4.1. Transforming teacher thought and creating a good classroom atmosphere

To cultivate the self-learning ability of university talents in piano music teaching, the core lies in actively building a learning-oriented classroom and creating a good classroom learning atmosphere. In the learning classroom, teachers can correctly guide students' thoughts and behaviors, allowing each student to have a different music learning experience, thereby driving college students to engage in learning behavior actively. However, the construction of a learning classroom requires sufficient teaching preparation in advance to achieve the expected teaching effect. For example, when explaining piano pieces, teachers can encourage students to actively seek creative knowledge related to piano pieces before class, such as text, video materials, etc., thereby helping college students develop the habit of actively previewing knowledge. At the same time, teachers can also focus on students' interests, deeply explore the content of piano courses, take interests as the main driving force, and drive students to practice actively and continuously improve the cultivation effect of independent learning ability of young talents in universities ^[10]. Moreover, teachers also need to respect the classroom subject status of students, encourage them to practice their habits and strengths as much as possible, and further strengthen the cultivation effect of students' self-directed learning ability.

In addition, to stimulate students' desire to explore the purpose of piano music, teachers should prepare relevant teaching materials in advance and fully consider students' abilities and potential problems. Audio and video can be used as pre-class introduction content, allowing students to experience the charm of piano performance in beautiful pieces, effectively improving their love for the piano and enhancing their musical aesthetic ability. After the performance, the teacher can use the remaining classroom time to encourage students to freely exchange their thoughts and experiences, thereby mobilizing their desire to express and communicate in the piano classroom. The classroom teaching atmosphere has become increasingly active under the guidance of "new ideas" and "new concepts" from teachers. Every student can feel the teacher's importance and attention to themselves, thereby improving their learning attitude and thinking, making them aware of the importance of self-learning and ultimately achieving the goal of improving the quality of classroom teaching. A piano performance is a performance and an emotional exchange ^[11]. Therefore, in practical primary schools, teachers need to encourage college students to participate actively in piano performances and, based on their comprehensive performance, communicate with them in terms of language, thoughts and emotions, helping students better understand the emotional elements contained in the music, to learn to express their emotions and thoughts through piano playing, fully tap into their enthusiasm and subjective initiative and enable students to continuously explore suitable performance methods throughout the entire performance, to solve their problems in performance and continuously enhance their performance effectiveness.

4.2. Combining student characteristics to carry out personality classification teaching

The personality and characteristics of students are the key to exercising students' self-directed learning ability in vocational piano teaching. Emphasizing students' characteristics and conducting personality classification teaching can help every university music talent deeply feel the charm of piano music and enhance their learning effectiveness. Given university students' wide and complex nature, significant personality differences exist among different individuals, particularly evident in students performing self-piano^[12]. Therefore, piano teachers need to combine the different personality traits of students, divide them into groups, design different teaching plans for different types of student groups, effectively ensure the enthusiasm and initiative of each student in learning and exploration, rebuild their confidence in exploring and learning piano courses in universities and enhance the overall effectiveness of student self-directed learning. For example, dividing students into extroverted learning groups and introverted learning groups based on their personalities can save teachers time in designing teaching plans and fully utilize students' personality traits to achieve the goal of self-directed learning. In addition, different types of students can be mixed and reorganized. Introverted students can be guided to become calmer and more composed and their language and behavior can be used to drive them to become livelier and more outgoing. The communication and exchange between groups of students with different personalities can achieve the effect of learning from each other's strengths and weaknesses, helping students quickly improve their music literacy^[13].

4.3. Emphasize interactive teaching and quickly improve the quality of self-learning

While teaching piano lessons, teachers can significantly enhance students' awareness of self-directed learning and improve teaching quality by communicating and exchanging ideas with them multiple times. Therefore, when college piano teachers exercise students' self-learning ability, they should pay extra attention to student interaction, establish teacher-student relationships and stimulate their initiative and enthusiasm for learning. For example, a piano teacher can teach a course by asking questions about the essentials of piano playing movements and encouraging students to solve this problem independently. Through students' answers, the teacher can intuitively understand their true thoughts in the classroom and their mastery of piano playing movements, further improving the piano learning initiative of university music talents and increasing the emotional connection between teachers and students^[14]. The smooth implementation of piano courses in universities and the effective cultivation of students' self-learning abilities require teachers to understand each student's thoughts in class. Therefore, in addition to verbal interaction and communication, teachers can introduce advanced teaching technologies such as big data, artificial intelligence, etc., and collect students' piano practice status, ideas and achievements online, fundamentally achieving the rapid development of students' piano proficiency.

4.4. Develop a reasonable self-learning plan based on the student's learning situation

The generation of students' self-learning ability cannot be separated from a reasonable and appropriate learning plan^[15]. However, there are many problems for college students in the self-learning process, especially in terms of self-directed learning plans, such as a relatively single self-directed learning plan and the existence of plans that exceed the outline. Therefore, university piano teachers can use big data, student grades, questionnaire surveys and other methods to understand the specific situation of students when training their self-learning ability. They can help them develop a reasonable piano training self-directed plan and use verbal encouragement, care for daily life, and other methods to guide students to strictly adhere to the table content in their daily lives and practice piano. For students with different academic achievements and piano performance abilities, teachers should analyze specific situations and tailor piano self-directed learning plans as much as possible to effectively

enhance students' self-directed learning abilities through piano classrooms^[16]. For example, most students have insufficient theoretical knowledge of piano. In order to better cater to each student, teachers can divide them into three levels, A, B and C according to their abilities, and select one person from A as the team leader and multiple people from C as team members. Through this approach, excellent students can gradually enrich their piano knowledge of C-level students through daily practice and use their self-learning behavior to influence learning habits and cultivate a sense of self-learning. For students with poor comprehension abilities, piano teachers can use multimedia devices to help them master piano knowledge and playing skills and cultivate their self-directed learning habits. If piano performance micro lesson videos are included in the self-directed learning plan, breaking down the playing movements every second can help them quickly master the piano playing style, awaken their interest in piano learning, and promote the generation of self-directed learning habits.

5. Conclusion

In summary, self-directed learning is necessary to enhance piano literacy among college students. Piano teachers in universities should update their teaching concepts promptly, innovate and create more piano teaching methods, continuously strengthen guidance for independent learning of university students, help them develop correct habits of independent learning, master correct methods of independent learning, and effectively stimulate the initiative and enthusiasm of university music talents for independent learning, achieving the goal of efficient teaching and learning.

Disclosure statement

The author declares no conflict of interest.

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