

The Multicultural Teaching Concept in the Piano Curriculum of Universities

Xiying Huang*

South China Normal University, Guangzhou, China

**Corresponding author*

Keywords: Multicultural Piano education

Abstract: In a multicultural society, multicultural education is essential as it helps students better understand and respect people from different cultural backgrounds, and promotes cross-cultural communication and understanding. Piano is an important musical instrument and a popular one among many people. In universities, piano courses are also very popular. However, there are still some issues with the current piano curriculum, such as the lack of multicultural education content and understanding of the needs of students from diverse cultural backgrounds. The main purpose of this paper is to explore the importance of multicultural education in university piano courses and propose corresponding improvement strategies. Through analyzing the current situation of piano curriculum in universities, this paper aims to provide insights for multicultural education in university piano courses and provide reference and inspiration for the reform and development of piano education in universities.

1. The definition and characteristics of multicultural teaching philosophy

Multiculturalism is mainly people's cognition and analysis of different cultures. In the current context of global economic integration, the cultures of different countries are integrated with each other, which makes the culture show diversified development.^[1] Multicultural teaching philosophy refers to incorporating and respecting different cultural backgrounds, races, genders, religious beliefs, languages, ages, and disabilities in the teaching process, promoting the cultivation of students' multicultural awareness and cross-cultural communication and understanding. The characteristics of multicultural teaching include respecting multicultural backgrounds, identifying students' multicultural identities, focusing on students' individualization and diversity, centering on students, emphasizing student participation and interaction, encouraging students to express different viewpoints and opinions, creating a multicultural teaching environment, providing opportunities for cross-cultural communication, and paying attention to multicultural educational content, including history, culture, art, and other aspects.

Respect and address individual differences among students. The concept of multicultural education emphasizes the differences between students of different cultural backgrounds, which may manifest in their ways of thinking, learning habits, language expressions, and social interactions. Therefore, multicultural education encourages teachers to respect and address the individual differences among students, develop personalized teaching plans based on their unique

characteristics, and help them achieve better learning outcomes. Advocate for cultural diversity and inclusiveness. The concept of multicultural education emphasizes that cultural differences between students of different cultural backgrounds should not be seen as superior or inferior, but rather as a reflection of cultural diversity. Therefore, multicultural education promotes cultural inclusiveness and encourages students to get in touch with and understand people from different cultural backgrounds, and facilitate cross-cultural communication and understanding. Emphasize cross-cultural communication and interaction. Multicultural education believes that cross-cultural communication and interaction are essential for students' cultivation of multicultural awareness and cross-cultural understanding. Therefore, multicultural education encourages students to participate in cross-cultural communication and interaction with people from different cultural backgrounds, to share their own cultural backgrounds and learn about others, and to enhance mutual understanding and trust. Emphasize diversity and inclusiveness in teaching content. Multicultural education believes that teaching content should be diverse and inclusive, not limited to specific cultural backgrounds of knowledge and skills, but covering different cultural backgrounds of knowledge and skills. Therefore, multicultural education encourages teachers to incorporate content and case studies from different cultural backgrounds into the teaching process, allowing students to learn about and experience knowledge and skills from different cultural backgrounds. Promote educational justice and equality. Multicultural education believes that education should be just and equal, without discrimination and prejudice based on students' cultural backgrounds, race, gender, religion, language, age, and disability. Therefore, multicultural education encourages teachers to pay attention to students' diverse needs and backgrounds, and provide equal learning opportunities and resources, enabling every student to fully develop their potential. At the same time, multicultural education also emphasizes the inclusiveness and openness of education, providing students with a free environment for expression, communication, and learning, enabling them to gain inspiration and insight from different cultures and experiences, and promote cross-cultural communication and understanding.

2. Multicultural Teaching Strategies in Piano Curriculum Design for Universities

2.1 Diversification of Course Content

In designing the piano curriculum for universities, the diversification of course content is a crucial element. It provides students with a richer and more challenging learning experience while cultivating their understanding and appreciation of different musical styles from diverse cultural backgrounds. In the ecological environment multicultural education environment, in the specific piano teaching, teachers should improve themselves with multiple thinking, adapt to the characteristics of students' learning music, meet the basic needs of students for music learning, and strive to create an effective model of multicultural piano education to adapt to the development of modernization. Piano class is a skill teaching class.^[2]

Introducing musical works from different cultural backgrounds is an effective multicultural teaching strategy. Teachers can also integrate different styles and creative characteristics into piano course learning, highlight their own cultural contents, recognize the music culture of other countries, and imperceptibly form a sense of cultural equality and broad vision.^[3] Through playing and appreciating these works, students can gain a deeper understanding and experience of diverse cultural backgrounds. For instance, teachers can introduce works from different styles, such as Baroque music, classical music, Romantic music, and jazz, to help students gain a more comprehensive understanding of various musical styles. Apart from introducing musical works from different cultural backgrounds, teachers can also explain and discuss different musical styles and techniques during their classes to help students better comprehend and master piano performance

skills and styles. For instance, when teaching Romantic music, teachers can explain how to express musical emotions and use techniques such as pauses and vibrato to enhance musical expressiveness. When teaching jazz music, teachers can explain how to use chord progressions and improvisation techniques to demonstrate musical rhythm and personal characteristics.

By introducing musical works from different cultural backgrounds and discussing different musical styles and techniques, students can gain a more comprehensive understanding of musical styles from diverse cultural backgrounds while also enhancing their performance skills and expressive abilities, leading to the cultivation of well-rounded and outstanding piano performers.

2.2 Innovative Teaching Methods

Using situational teaching methods can help students better understand and master piano performance techniques and expressive skills. For example, actual scenarios such as performance stages and concerts can be designed for students to learn piano performance techniques in such contexts. In addition, role-playing and simulated competitions can be used to involve students and increase their interest and motivation.

The use of modern educational technologies can also enhance the effectiveness and appeal of teaching. For instance, multimedia teaching materials, including videos and audios, can be used to demonstrate different piano performance techniques and styles. Remote teaching and interactive learning can also be carried out through online classrooms and interactive platforms. Furthermore, virtual teaching software for piano performance, such as piano simulation software and electronic piano software, can be used to provide more vivid and intuitive teaching.

In summary, adopting situational teaching methods and utilizing modern educational technologies can encourage students to actively participate in piano courses, thereby enhancing their learning interest and effectiveness.

2.3 Diversification of Teaching Evaluation

Diversification of teaching evaluation is an important aspect of the curriculum design for piano courses in universities. A student-centered evaluation system means that teachers should develop appropriate evaluation criteria based on students' actual situations, taking into account not only their piano performance level but also their learning attitude, participation, and performance. Multiple evaluation methods such as comprehensive evaluation, performance evaluation, and learning outcome evaluation can be combined to comprehensively assess students' piano performance level and learning effectiveness.

In teaching evaluation, teachers should encourage students to conduct self-evaluation and peer evaluation, allowing them to better understand their strengths and weaknesses and discover and solve problems in their learning process. At the same time, peer evaluation can promote communication and cooperation among students, improve their awareness and participation, and better achieve teaching goals.

In addition, teaching evaluation needs to be differentiated according to students' different characteristics and needs, and different evaluation criteria and methods should be developed for students of different levels. For example, simple and feasible self-evaluation methods can be used for beginners to help them understand their progress, while more detailed and scientific evaluation methods are needed for advanced students to comprehensively assess their piano performance skills and performance abilities. Teachers can develop appropriate evaluation criteria and methods based on students' actual situations to help them achieve personalized learning goals.

3. The Practice and Exploration of the Multicultural Teaching Philosophy in the Piano Curriculum in Higher Education

3.1 Analysis of Actual Cases in Piano Courses in Universities

The analysis of actual cases in piano courses in universities can be conducted from the perspectives of both teachers and students. From the teacher's perspective, teachers can develop teaching plans and methods that are suitable for students by understanding their cultural backgrounds and musical interests. At the same time, teachers can introduce piano music works from different countries and regions to help students understand the musical characteristics and forms of expression in different cultural backgrounds. From the student's perspective, the concept of multicultural teaching can help students better understand and appreciate music works from different cultures, and improve their cross-cultural awareness and communication skills.

This article studied the teaching methods of Professor Chen Manchun's piano courses at the Central Conservatory of Music. In her piano courses, she adopted the concept of multicultural teaching, introduced famous piano works from different countries and regions, and allowed students to experience the musical styles and characteristics of different cultural backgrounds during the performance process. For example, the teacher introduced famous piano works from Bach, Chopin, Liszt, and other countries and regions, allowing students to feel the musical styles and characteristics of different cultural backgrounds during the performance.

At the same time, Professor Chen Manchun also emphasized the exploration of various music styles and techniques. Through explanations and demonstrations, she helped students better understand and master the piano performance techniques and styles. For example, in teaching, teachers will explain and explore different music styles and techniques, such as performance techniques of romantic music style, Baroque music performance style, and so on. She also adopted situational teaching methods and modern educational technology, such as playing performance videos through multimedia devices in class, and using virtual piano software for teaching, which improved the effectiveness and fun of teaching.

In terms of student feedback and teaching effectiveness evaluation, she communicated and discussed with students, and continuously improved and perfected the courses based on students' opinions and suggestions. Students also conducted self-evaluations and peer evaluations to help them better identify their strengths and weaknesses, so as to improve their piano performance skills. When facing problems and challenges, she also adopted corresponding solutions based on specific situations. For example, in response to the problem of insufficient student performance skills, the teacher provided more practice opportunities and guidance, and gave encouragement and support to help students make continuous progress.

3.2 Student Feedback and Teaching Effectiveness Evaluation

Student feedback and teaching effectiveness evaluation are important means of measuring the effectiveness of multicultural piano teaching in universities. Student feedback can be collected through methods such as questionnaires and individual conversations to understand students' evaluations and suggestions regarding teaching content, teaching methods, and teaching effectiveness. At the same time, teaching effectiveness evaluation can be conducted through various means such as exam scores, performance in concerts, and student works to understand students' learning outcomes and performance in piano playing. Specifically, student feedback can be collected to understand students' reactions and opinions regarding the introduction of music works from different cultural backgrounds and the exploration of various music styles and techniques, and whether they can truly increase students' learning interest and improve their piano playing skills. In

addition, the application of situational teaching methods and modern educational technology also requires collecting students' feedback and opinions to ensure that these teaching methods can effectively promote students' learning. At the same time, teachers can adjust their teaching strategies and methods to better meet students' learning needs based on different students' needs and feedback.

In terms of teaching effectiveness evaluation, performance in student concerts and evaluations of piano works can be used to evaluate students' piano playing skills and creative abilities. At the same time, students' exam scores are also an important indicator for evaluating their learning outcomes. Through these evaluation methods, teachers can have a more comprehensive understanding of students' learning situation and teaching effectiveness, and adjust their teaching strategies and methods in a timely manner to improve the teaching quality and effectiveness of piano courses. During the research process, we found that although the piano playing skills have made obvious progress, the lack of understanding of music cultural background, diversified piano knowledge, and music aesthetic ability has brought restrictions to the improvement of students' comprehensive quality.^[4] we should pay more attention to the diversified development of students

3.3 Strategies for addressing challenges in multicultural teaching

In the process of implementing the concept of multicultural teaching, teachers may encounter various problems and challenges, such as the diversity of students' cultural backgrounds, the need for diversified teaching methods, and the use of multiple assessment methods. To address these issues and challenges, teachers can adopt the following strategies: gaining a better understanding of each student's individual needs, using diverse teaching methods and assessment techniques, and actively exploring and utilizing modern educational technologies.

Specifically, to address the diversity of students' cultural backgrounds, teachers can conduct research before teaching to understand students' cultural backgrounds and musical preferences. Based on this information, they can create personalized teaching plans and teaching materials tailored to each student's needs and characteristics. Additionally, teachers can introduce piano pieces from different countries and regions, and through discussion and exploration of different musical styles and techniques, help students gain a more comprehensive understanding of the diversity and richness of piano music.

To address the need for diversified teaching methods, teachers can use various teaching methods such as scenario-based teaching, classroom interaction, and group cooperation to meet the different learning needs of students. In addition, teachers can also use modern educational technologies, such as the internet and multimedia, to enhance classroom interest and interactivity, thereby improving teaching effectiveness and students' learning interest. To address the diversity of assessment methods, teachers can use multiple assessment methods, such as comprehensive evaluation, performance evaluation, and learning outcome evaluation, to meet the different learning needs and evaluation standards of each student. At the same time, teachers can encourage students to engage in self-evaluation and peer evaluation, helping them to better identify their strengths and weaknesses and improve their piano playing skills.

In summary, teachers need to flexibly respond to the problems and challenges brought about by multicultural teaching, actively explore and adopt a variety of teaching strategies and methods to improve the teaching effectiveness of piano courses and enhance students' learning interest.

4. Conclusion

The practice and exploration of multicultural teaching concepts in college piano courses have significant value and significance. By introducing music works from different cultural backgrounds and exploring various music styles and techniques, students can increase their music knowledge and

cultural literacy, broaden their music horizons. At the same time, innovative teaching methods such as situational teaching and the use of modern educational technology can make students more actively involved in learning, improving their learning interest and effectiveness. A diversified teaching evaluation system can also more comprehensively reflect students' learning outcomes and performance, helping them better master and improve piano playing skills.

4.1 Suggestions and Prospects

In the future development of college piano courses, the multicultural teaching concept should continue to be implemented to strengthen the cultivation of students' music and cultural literacy, and improve their music skills. Meanwhile, continuous innovation of teaching methods should be made by applying situational teaching and modern educational technology in teaching to enhance teaching effectiveness and interest. Additionally, teacher training should be strengthened to improve their educational philosophy and teaching skills, providing better music education services to students.

In the process of practicing multicultural teaching in college piano courses, teachers may encounter challenges and problems such as diverse student cultural backgrounds, diverse teaching methods, and diverse teaching evaluation methods. To solve these challenges and problems, teachers can adopt the following strategies:

Enhance personalized understanding of students: Before teaching, teachers can conduct research to understand students' cultural backgrounds and musical preferences, develop personalized teaching plans and content according to different students' needs and characteristics.

Use diversified teaching methods and evaluation methods: Teachers can use various teaching methods such as situational teaching, classroom interaction, and group cooperation to meet the learning needs of different students. Moreover, teachers can use modern educational technology means such as the Internet and multimedia to enhance the interestingness and interactivity of the classroom, improve teaching effectiveness, and stimulate students' learning interest.

Actively explore and use modern educational technology means: With the rapid development of modern educational technology, teachers can use various educational software, multimedia technology, and online teaching platforms to optimize the teaching process and enhance teaching effectiveness.

In summary, teachers need to flexibly respond to the challenges and problems brought by multicultural teaching, actively explore and adopt various teaching strategies and means to improve the teaching effectiveness of piano courses and students' learning interest.

4.2 Prospects

As society becomes more and more diversified, the importance of multicultural education will become increasingly prominent. In the future, the concept of multicultural teaching will play an increasingly important role in college piano courses. Teachers should continue to carry out the exploration and practice of multicultural teaching, actively promote and innovate teaching methods, and improve the quality of music education. At the same time, educational institutions should also attach importance to teacher training, strengthen their knowledge and skills in multicultural teaching, and provide them with necessary support and resources to better serve students' learning needs. Through continuous exploration and practice, college piano courses can achieve greater development and make more contributions to the cultivation of music talents.

References

- [1] M. Stogianni, E. Murdock, J. He, and F. van de Vijver, "Attitudes towards multiculturalism in Luxembourg: measurement invariance and factor structure of the multicultural ideology scale," *International Journal of Intercultural Relations*, vol. 82, no. 2, pp. 207–219, 2021.
- [2] Lu Y. *The Innovative Trend of Piano Teaching in Music Education in Multicultural Education under Ecological Environment*. *J Environ Public Health*. 2022 Aug 27; 2022: 7044904. doi: 10.1155/2022/7044904. PMID: 36065169; PMCID: PMC9440823.
- [3] O. O. Babatunde, M. Digiacomio, T. Power, P. M. Davidson, and D. Jackson, "Resilience of african migrant women: implications for mental health practice," *International Journal of Mental Health Nursing*, vol. 29, no. 1, pp. 92–101, 2020.
- [4] D. M. Valle, "Unearthing neoliberal multiculturalism in news discourse: politics of indigeneity and ethnic identity in Nicaragua's caribbean coast," *Critical Studies in Media Communication*, vol. 6, pp. 1–15, 2021.