

Research on Countermeasures of Cultivating Students' Image Thinking in Piano Teaching

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Abstract: Music teaching infiltrates emotional education, which conforms to the basic concept of quality education, can effectively cultivate students' musical aesthetic ability, stimulate students' interest in music learning, and comprehensively cultivate students' comprehensive quality. This article is guided by the basic theory and follows the principles of "development of intelligence and cultivation of emotions, integration of artistic enthusiasm and skill and skills, adaptation of emotional and educational means, and appreciation of appreciation and performance creation". The paper also puts forward the path of "strengthening the sensory stimulation of students, constructing a lively teaching situation, guiding students' emotional presentation with problems, strengthening the emotional input and emotional ability of music teachers, and carrying out rich and colorful practical activities". These measures are all to play an important role in the music teaching, and help the music teaching reform.

1. Introduction

The piano is a kind of keyboard instrument from Western classical music. It is widely used in solo, ensemble and accompaniment. It is very convenient to compose and rehearse music. The player touches the piano with a felt hibiscus by pressing the keys of the keyboard, and then taps the wire string to make a sound. Since the introduction of the piano into China, it has collided with China's long-standing culture and has produced a large number of outstanding Chinese piano works. The piano is known as the king of musical instruments and plays an increasingly important role in modern music teaching. The purpose of piano teaching in colleges is to enable students to master more skills in piano performance, learn more playing knowledge, and help students build comprehension, observation and innovation, cultivate self-learning habits, and lay a good foundation for learning piano and improving artistic accomplishment in the future, and realizing the value of life and improving the quality of life. Effective piano teaching can strengthen students' basic knowledge of music, promote the actual performance of piano performance, and contribute to the comprehensive development of students' music literacy.

Piano teaching is a technical and artistic work. It can only be improved by combining various means. Image thinking is the most common method. Image thinking can enrich students' imagination. Image thinking is a kind of ability to grasp and explore things that students are constantly developing in the process of exploration and learning. The process of artistic creation cannot be separated from rich imagination, and imagination the foundation of force is image thinking. Image thinking expands students' thinking ability. Art performance activities are derived from social life. Only works of art that meet the needs of modern people can exist and develop. This requires students to continuously create and create, if innovation is a production process. Then thinking ability is the production tool that determines the quality and level of art. It is of great significance for the development of piano teaching activities to make good use of image thinking, play the auxiliary role of image thinking in teaching activities, and continuously improve students' learning ability.

2. Image Thinking and Musical Image Thinking

The indirect reflection of thinking on things means that it recognizes objective things through other media functions, and uses existing knowledge and experience, and known conditions to infer unknown things. Thinking includes action thinking, image thinking and abstract thinking. Image thinking is formed when people choose the representation of things in the process of understanding the world, using the image of intuitive image to solve the problem. Image thinking is also the artist's creative process, always accompanied by image, emotion and imagination, through the individual characteristics of things to grasp the general law, thus creating an artistic way of thinking. The ability of image thinking determines the aesthetic level of a person.

Music image thinking means that in the process of learning music, music is directly input into the brain, and the brain carries out deep processing and generalization of music. In this process, it not only reveals the connection between music form and music conception, but also strengthens the deep understanding of music connotation. After grasping the characteristics of image thinking, the performer enhances the expressiveness and artistry of piano performance, and then accurately expresses the musical image, embodying the theme of the music, and combining the music structure with a certain idea, strengthening the connotation of the music and the creators' thoughts and deeply understanding the emotions. In the process of music creation, music image thinking is indispensable and it is a special thinking activity.

3. Characteristics of Musical Image Thinking in Piano Performance

The musical image thinking in the process of piano performance has the following characteristics: First, the representation of musical thinking. The representation is divided into musical memory representations and musical imagination representations based on musical cognitive attributes. Music memory representations are associated with specific music type encoding and storage features. When a performer plays a musical piece, it remembers the overall appearance of the work. The image of music imagination is the psychological process of forming a new image on the basis of the representation of music memory. The second is the generalization of musical thinking. Due to the ambiguity of emotional expression and the uncertainty of the acoustic meaning, the imagery of music in various aspects such as emotion and emotion needs to be summarized, concentrated and even refined. The generality of the musical image thinking enables the viewer to understand the content of a musical work along a certain line of thought and music structure. The third is the leap of musical thinking. The leaping nature of music image thinking is embodied in the rhythm of music image conversion. Rhythm is a variety of musical elements showing order and changes in beats, the interval, pause, continuation and repetition of sound in time and space, as well as in the aspects of height, speed, brightness and straightness, constitute the jumping of music thinking a form of expression. The fourth is the indirectness of speech in musical thinking. Image thinking is a spontaneous process of generating expressions that cannot be directly applied to language. During the piano performance, playing any piece of music carries an emotional experience and carries out corresponding interpretations and expressions. This interpretation and burst of indirect musical emotions stems from the non-linguistic nature of musical image thinking and determines the music with the external representation of the emotional internalization carried.

4. Principles of Cultivating Students' Image Thinking in Piano Teaching

Image thinking belongs to the category of psychology. Every student is an independent individual. When teaching piano, teachers should follow the objective laws of psychology and education, and promote the steady improvement of students' image thinking. The following principles should be followed in the specific cultivation process: First, the principle of inspiration. In the early days of learning the piano, the understanding and performance of the piano was still vague, and the music foundation was relatively weak. Teachers need to carry out heuristic guidance, consolidate the students' music foundation, guide students to actively participate in learning

activities, use reasonable imagination, continuously expand and extend the knowledge structure, transform abstract music symbols into three-dimensional images, and then transform from stereoscopic images to complete image thinking. The second is the principle of individuality. Image thinking is a kind of individual thinking. Every student has different perceptions of beauty and things. According to students' experiences and emotions, image thinking shows more obvious individual characteristics. Give full play to the initiative and enthusiasm of students, and under the premise of insisting on correct aesthetics, give full play to artistic imagination, turn imagination into vivid works of art, and enhance artistic creativity. The third is the principle of practice. The cultivation and training of image thinking is based on the accumulation and reserve of a large number of artistic images. On the basis of actively guiding students to participate in piano performance activities, through the reflection and understanding of the works to enhance the effect of the activities, this needs to be supported by a large number of practices, teachers give the initiative of the classroom to the students, stimulate students' enthusiasm for learning, and better piano teaching activities.

5. Methods of Cultivating Students' Image Thinking in Piano Teaching

Piano teaching requires access to a variety of Etudes, including purely technical, with a title, description of specific events and the expression of some emotions. Therefore, the use of image thinking means multiple characteristics. Teachers need to master a variety of image thinking methods, flexible and appropriate use in teaching: First, the posture and hand shape in the piano teaching image thinking. Through the metaphor of these images, the reference objects of births appear in the minds of students, and they can quickly find the correct posture and eliminate the nervous state of mind. The second is the image thinking in pure technical practice. This type of music is created as a technical training in order to achieve a certain skill of the finger. When playing these Etudes, teachers should take advantage of the situation and fully release the students' imaginations, making the boring Etudes a tool for developing students' image thinking. The third is the image thinking in non-headline music. Such works are usually not a burst of emotion, nor a record of a plot, but a subjective feeling of the author at a certain moment or a certain period. Therefore, it is more necessary for the teacher to guide the students to release the wings of the imagination, and to interpret the music by virtue of the understanding of the sound and the inner feelings. Fourth, there is the image thinking of the title music. Teachers should guide students to trigger associations from the title, close to the artistic conception of the music, and appear corresponding pictures in the students' minds, in order to make the music expression more appropriate and more in line with the information conveyed by the music. Fifth, there is the image thinking of the story plot music works. This type of music, consisting of a small title, tells a complete story, context, and smooth emotional development. However, the structure of the music is complicated, the feelings are fluctuating, and the whole is not easy to grasp. It is necessary for the teacher to guide the students to coordinate the feelings as a whole, arrange the artistic image, and exert the ability of image thinking. These five types of music are representative, but not all types of music. In the teaching practice, the specific method of image thinking should be applied according to the specific content of the music.

6. Countermeasures of Cultivating Students' Image Thinking in Piano Teaching

Cultivating students' image thinking is a complicated systematic project. Teachers and students need to work together. Teachers should study teaching methods and update teaching concepts. Students should actively cooperate with teachers and constantly explore ways to suit themselves. Aiming at the characteristics and follow-up of music image thinking in piano playing, the principle of piano teaching to cultivate students' image thinking, the countermeasures of piano teaching to cultivate students' image thinking are as follows:

(1) Play the role of music memory. Memory is the most important psychological activity in the process of image thinking. Psychology divides memory into image memory, emotional memory and

logical memory. Image memory is one of the functions of the right brain. Strengthening memory training can promote the development of image thinking. Thinking relies heavily on memory. Because music is fluid, tracking and understanding music must be done by memory. Music is the art of time. Only memory can grasp music and perceive music. Appreciating music requires developing good habits of memory, promoting memory and developing image thinking. In the piano teaching, students can use the following methods: creating interesting scenes for interest memory, using associative memory, using contrast to remember, remembering through performances and games, and memorizing through melodies.

(2) Constantly enrich the imagination of music works. Developing image thinking requires the support of imagination. Image thinking has a certain degree of pertinence. It can only exert the thinking ability for certain content, and imagination is the basic ability of human beings. Only in the context where the imagination is fully functional, the player can generate the musical image thinking ability and cultivate the music creation ability. However, the imagination in music is uncertain and multi-directional. It is necessary to cultivate the cognition of the already existing image in the player's mind, and purposefully analyze and synthesize the music imagination in the performance. Play the musical context that matches the work and the musical image that you want to represent. The musical thinking in the process of piano performance is open, and different performers will have different musical image thinking on the same musical piece, which is also the artistic charm of the musical works.

(3) Deepen the mood and emotional experience of musical works. Music is the most emotional art, and it is this kind of "love" that affects the hearts of countless students. "Love" is the soul of artistic creation. Therefore, music education not only requires students to learn music knowledge, but more importantly, it is to experience the inner emotional experience of music, to guide students to feel the author's creative artistic conception, and to obtain psychological artistic satisfaction from it, and in order to complete the real soul cultivation. Musical art works come from life and are higher than life in order to better perform music works, singers must dig deep into the essence of vocal music and mobilize the singer's various emotional experiences and life experiences. The richer the singer's content of vocal composition, the more vivid the emotion, image and mood that the audience feels. To mobilize the image thinking, the stimulating imagination is not a simple surface connection, but a deep level of thought and emotion.

(4) Train students' creativity and creativity. The development of image thinking is inseparable from the activities of art practice. In specific teaching activities, teachers must continuously enhance students' practical experience and guide students to create and innovate. First of all, the premise of the development of image thinking is that students should have some basic images. The main source of these images is the real life of students. Therefore, students should be encouraged to broaden their thinking and vision, and continue to enrich their emotions through social practice and accumulate creative materials. Secondly, teachers should constantly incorporate image thinking into artistic innovation and creation, encourage students to apply image thinking to piano performance on the basis of accumulating rich image thinking, and find distinctive artistic image features from abstraction, and these image features create and realize artistic innovation.

(5) Promote the promotion of information technology. Multimedia information technology has the effect of combining functions such as sound, image and animation, increasing students' perceptual cognition, broadening students' horizons and promoting the development of image thinking ability. Musical works through information processing, layering, decomposing and accurate presentation of music image thinking can help students to establish a hierarchical concept of musical thinking and promote the development of musical thinking ability. Information technology plays a helping role in the first layer of musical thinking, the basic language elements of music, and brings teachers and students into the world of auditory aesthetics. The second layer of information technology on music image thinking, the promotion of music structure, the various stages of melody in motion, reflecting the development of music thinking, through the processing of music production software, the structure of music decomposed accurately and freely, let students understand the movement stage of music intuitively and clearly, thus establishing a good habit of

musical thinking of musical structure.

7. Conclusion

The cultivation and training of musical image thinking in the process of piano performance helps to develop the musical image thinking ability of the performers, and expands the information volume of music education and the acceptance of music information. Cultivating students' image thinking in piano teaching helps to intuitively understand the abstract knowledge in piano teaching and enhance students' ability to remember music, because the memory of music image thinking is mostly long-term memory. In addition, in the process of piano education, through the cultivation of students' image thinking, the students' enormous music creation potential is developed, the students' moral emotions are enriched, and the students' perfect personality is perfected.

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