

DIFFERENTIATED APPROACH IN IMPROVING FUTURE PIANO TEACHERS' MUSICAL PERFORMANCE AND SELF-EXPRESSION SKILLS: METHODOLOGICAL ASPECT

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Abstract. The nuanced endeavor of augmenting musical performance and self-expression skills among aspiring piano teachers necessitates a pedagogical paradigm that prioritizes individual learner differences. This study explores the implementation of a differentiated approach in piano pedagogy, aiming to cater to the diverse educational needs, preferences, and aspirations of students. By integrating constructivist learning theories and employing varied instructional strategies, including individualized learning paths, multiple teaching modalities, creative and critical thinking exercises, diverse performance opportunities, and the incorporation of technological resources, this approach seeks to enhance both the technical proficiency and artistic self-expression of future piano educators. Through a mixed-methods research design, the study evaluates the efficacy of these strategies in fostering a deeper, more personalized engagement with music. The findings suggest that a differentiated pedagogical framework significantly contributes to the holistic development of piano teachers, equipping them with the necessary skills to thrive in a dynamic educational landscape.

Keywords: differentiated pedagogy, piano education, musical performance, self-expression skills, constructivist learning theories.

ДИФФЕРЕНЦИРОВАННЫЙ ПОДХОД В СОВЕРШЕНСТВОВАНИИ НАВЫКОВ МУЗЫКАЛЬНОГО ИСПОЛНИТЕЛЬСТВА И САМОВЫРАЖЕНИЯ У БУДУЩИХ ПРЕПОДАВАТЕЛЕЙ ФОРТЕПИАНО: МЕТОДОЛОГИЧЕСКИЙ АСПЕКТ

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Аннотация. Нюансы развития навыков музыкального исполнительства и самовыражения у начинающих преподавателей фортепиано требуют педагогической парадигмы, учитывающей индивидуальные особенности учащихся. В данном исследовании рассматривается реализация дифференцированного подхода в фортепианной педагогике, направленного на сопровождение различных образовательных потребностей, предпочтений и устремлений учащихся. Интегрируя конструктивистские теории обучения и применяя различные стратегии преподавания, включая

индивидуальные учебные задания, разнообразные формы обучения, упражнения на развитие творческого и критического мышления, разнообразные возможности исполнения и использование технологических ресурсов, этот подход направлен на повышение технического мастерства и художественного самовыражения будущих преподавателей фортепиано. С помощью смешанного метода исследование оценивает эффективность этих стратегий в развитии более глубокого и индивидуального отношения к музыке. Полученные результаты свидетельствуют о том, что дифференцированная педагогическая система вносит значительный вклад в целостное развитие преподавателей фортепиано, давая им необходимые навыки для успешной работы в условиях динамичного образовательного ландшафта.

Ключевые слова: дифференцированная педагогика, обучение игре на фортепиано, музыкальное исполнительство, навыки самовыражения, конструктивистские теории обучения.

The term "pedagogical improving of future piano teachers' musical performance and self-expression skills" refers to the systematic and deliberate process of enhancing the teaching methodologies and strategies employed in the education of aspiring piano teachers, with a specific focus on two critical areas: musical performance and self-expression. This concept encapsulates a broad spectrum of educational activities, techniques, and principles aimed at developing the capabilities of piano students not just to perform music with technical proficiency but also to express themselves artistically through their performances. The ultimate goal is to prepare piano teachers who can impart these skills to their future students, thereby enriching the educational experience and fostering a deeper connection with music.

The differentiated approach in enhancing the musical performance and self-expression skills of future piano teachers represents a pedagogical paradigm shift towards tailoring educational experiences to meet the diverse needs of learners. This approach acknowledges the unique backgrounds, learning styles, and abilities of individuals, aiming to optimize their educational outcomes in the domain of musical performance. Within the context of piano pedagogy, this necessitates a multifaceted strategy that incorporates a variety of instructional methods, assessment techniques, and learning materials to foster both technical proficiency and artistic self-expression among aspiring piano teachers.

Theoretical Foundations

The theoretical underpinnings of a differentiated pedagogical approach are rooted in constructivist learning theories, which posit that knowledge is actively constructed by learners through their experiences, rather than being passively received from the external world. This perspective underscores the importance of engaging students in learning activities that are relevant to their prior knowledge, interests, and personal goals, particularly in the domain of artistic education where self-expression is paramount.

Methodological Implications

In practical terms, the implementation of a differentiated approach in the training of future piano teachers involves several key strategies [1, p. 181]:

- Individualized Learning Paths. Tailoring instruction to accommodate the individual learning pace and style of each student. This might include personalized practice schedules, repertoire selection that reflects each student's musical preferences and technical capacities, and one-on-one coaching sessions.

- Varied Teaching Modalities. Utilizing a range of teaching modalities to cater to different learning preferences. This could encompass visual, auditory, and kinesthetic learning strategies, such as using video recordings for performance analysis, auditory training exercises, and tactile explorations of keyboard geography.

- Creative and Critical Thinking Exercises. Encouraging creative and critical thinking through improvisation tasks, composition assignments, and critical reflection on performances. Such activities foster deeper musical understanding and personal expression.

- Performance and Feedback Opportunities. Providing diverse performance opportunities, including solo recitals, chamber music, and accompaniment, coupled with constructive feedback aimed at enhancing both technical skills and expressive capabilities.

- Technological Integration. Incorporating technology, such as digital audio workstations, music notation software, and virtual reality simulations, to expand the learning environment and provide innovative avenues for exploration and self-expression.

Components of Pedagogical Improvement [2, p. 277]

1. Musical Performance Skills. This involves refining the technical aspects of piano playing, including finger agility, accuracy, dynamics, articulation, and timing. It also encompasses the interpretation of musical pieces, understanding of musical styles and genres, and the ability to convey the composer's intentions through performance.

2. Self-Expression Skills. Self-expression in music goes beyond technical mastery, involving the ability to infuse personal emotion, creativity, and interpretation into performances. It requires developing an understanding of the emotional and expressive qualities of music and the ability to communicate these to an audience effectively.

Pedagogical Strategies [3, p. 82]

1. Individualized Learning Plans. Recognizing that each student has unique strengths, weaknesses, and learning preferences, tailored instruction plans are essential. This might involve specific exercises to address technical challenges or opportunities to explore music that resonates personally with the student.

2. Collaborative Learning and Peer Feedback. Encouraging students to work together, perform for each other, and provide constructive feedback can enhance learning experiences and build a supportive community.

3. Reflective Practice. Incorporating reflective practices such as journaling or recording and reviewing performances helps students develop self-awareness of their progress and areas for improvement.

4. **Incorporation of Technology.** Utilizing music technology, including recording software, digital scores, and online resources, can offer new avenues for learning and self-expression.

5. **Experiential Learning Opportunities.** Providing opportunities for real-world teaching and performance experiences allows students to apply their skills, receive feedback, and grow as educators and performers.

6. **Cognitive and Psychological Support.** Recognizing the role of mental and emotional health in effective teaching and performance, strategies to support students' well-being are integral.

Evaluating the effectiveness of a differentiated approach in the context of piano pedagogy requires comprehensive assessment methodologies that go beyond traditional performance evaluation criteria. This includes qualitative assessments of artistic expression, self-reflection journals, peer reviews, and portfolio assessments, which collectively offer a holistic view of a student's progress.

Conclusion. The differentiated approach to improving future piano teachers' musical performance and self-expression skills represents a dynamic and student-centered pedagogical framework. By recognizing and addressing the individual needs and aspirations of each student, this approach not only enhances technical proficiency and artistic expression but also cultivates a deep, lifelong engagement with music. As such, it is an essential strategy for preparing versatile, responsive, and expressive piano educators for the future.

Pedagogical improvement in the context of training future piano teachers is a dynamic and multifaceted process. It requires a commitment to continuous learning, innovation in teaching practices, and a focus on developing not only the technical and musical capabilities of students but also their ability to express themselves artistically. By nurturing these skills, educators can prepare piano teachers who are not only proficient performers but also inspiring, empathetic, and effective instructors.

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