

Article

# Practice Path of College Students' Piano Teaching from the Perspective of Quality Education

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**Abstract:** Quality-oriented education has become a core guiding principle for higher education in the new era, emphasizing aesthetic cultivation, cultural immersion, and the comprehensive development of students' aesthetic literacy, humanistic spirit, innovative capabilities, and sound personality. As a central component of university art education and aesthetic practice, piano teaching plays an irreplaceable role in enhancing students' musical competence, refining moral character, strengthening psychological resilience, and fostering creative thinking. Nevertheless, current piano pedagogy in many institutions still suffers from an overemphasis on technical proficiency at the expense of holistic development, privileging mechanical skill over aesthetic appreciation, uniform training models over individual differentiation, and abstract theoretical instruction over meaningful practical application. These tendencies deviate from the fundamental connotations of quality-oriented education. Grounded in its core concepts, this study systematically analyzes the educational value, developmental functions, and practical dilemmas of piano teaching for college students. On this basis, it explores practice-oriented pedagogical paths that integrate aesthetic education, competency-based learning, and student-centered instruction. The article further advocates a transformation of piano education from a model focused primarily on "skill transmission" toward one oriented to "comprehensive competency cultivation," thereby promoting students' all-round development in musical literacy, emotional expression, value formation, and innovative practice within the broader framework of quality education.

**Keywords:** quality-oriented education; college piano teaching; aesthetic education; competency-based learning; holistic student development; music pedagogy

## 1 Introduction

In the realm of advancing holistic education and reforming aesthetic education within higher education institutions, art education has undergone significant transformation. It is no longer confined to specialized art academies but has become an essential component of the general curriculum for all university students. Among various art forms, piano instruction holds a unique position as it seamlessly integrates skill acquisition, aesthetic cultivation, emotional articulation, and the preservation of cultural heritage [1, 2]. This multifaceted approach positions piano education as a vital medium for universities to implement aesthetic education and foster quality-oriented learning. Unlike professional music education, piano instruction for non-music majors and general education students should prioritize accessibility and emphasize the intrinsic aesthetic and humanistic values of the art form [3]. The focus should be on practical application and fostering a deeper appreciation of music, with the overarching aim of enhancing students' comprehensive literacy and personal growth, rather than solely concentrating on the mastery of professional performance techniques [4].

At present, piano education in higher education institutions predominantly follows traditional professional training paradigms in areas such as curriculum design, instructional content, teaching methodologies, and evaluation systems [2, 5]. This conventional approach often fails to adequately consider the cognitive characteristics of

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students, their intrinsic motivations, and their broader developmental needs [3, 6]. Consequently, the full educational potential of piano instruction remains underutilized. From the perspective of quality-oriented education, there is a pressing need to reimagine and reconstruct the teaching philosophies, content structures, and instructional models employed in college piano education. This reformation should aim to align with the principles of holistic development, addressing moral, intellectual, physical, aesthetic, and labor education dimensions [7]. By exploring scientifically grounded and practical implementation pathways, universities can ensure that piano education becomes a more effective tool for fostering students' comprehensive development and contributing to the broader goals of aesthetic education reform.

## **2 Core Connotations and Educational Value of Piano Teaching for College Students from the Perspective of Quality Education**

### *2.1 Core Connotation*

From the perspective of quality-oriented education, piano instruction for college students serves as a vital component of aesthetic education, aiming to nurture comprehensive humanistic literacy [8, 9]. This approach is characterized by its emphasis on personalization, relevance to everyday life, and practical applicability. It seeks to harmonize skill acquisition with the cultivation of aesthetic sensibilities, blending artistic expression with the development of individuality, and intertwining the transmission of knowledge with immersion in cultural contexts. By moving beyond traditional utilitarian and specialized training models, this educational framework accommodates the diverse needs of students while honoring their unique characteristics [10]. Through the cultivation of musical interest, the enhancement of aesthetic perception, and the encouragement of artistic expression, students are empowered to engage deeply with cultural understanding. This holistic methodology ultimately promotes the balanced development of intellectual, emotional, and creative capacities, fostering a well-rounded personal growth that aligns with the broader goals of quality education. Such an inclusive and integrative approach ensures that piano teaching transcends technical proficiency, becoming a transformative tool for enriching students' lives and broadening their cultural horizons [11].

### *2.2 Educational Value*

Piano teaching plays a pivotal role in enhancing aesthetic literacy and shaping the perception of beauty. By engaging with musical elements such as melody, harmony, rhythm, and timbre, students are guided to feel, understand, and express beauty, thereby cultivating acute aesthetic perception and appreciation skills. This process fosters the development of refined and uplifting aesthetic tastes, which contribute to a well-rounded artistic sensibility. Furthermore, classical piano works embody profound historical culture and emotional depth [1]. Through the learning and performance of these works, students experience cultural immersion and emotional resonance, enriching their humanistic foundation and nurturing upright, inclusive, and noble moral sentiments. This engagement not only deepens their appreciation for artistic traditions but also instills values that promote personal growth and ethical development. Piano performance also serves as a vital tool for promoting mental health and holistic personality development. It provides an outlet for emotional expression and psychological regulation, helping students manage academic pressures and alleviate negative emotions. By fostering focus, patience, and resilience, piano learning contributes to the cultivation of confident, optimistic, and well-balanced individuals. Additionally, the study of piano involves multi-skill training, including sight-reading, memorization, coordination, and creativity. These activities stimulate the coordinated development of both hemispheres of the brain, nurturing imagination, creativity, and logical thinking skills. Such comprehensive training empowers students to excel in their professional pursuits and supports their lifelong development. Finally, piano education plays a significant role in inheriting and promoting cultural heritage. Through the study of piano works and ethnic-style music,

students are encouraged to appreciate the richness of their cultural traditions, enhancing their cultural identity and national pride. This process strengthens cultural confidence and achieves the goal of transmitting culture through artistic beauty, enriching hearts and minds through the transformative power of music.

### **3 Current Practical Deviations Between Piano Teaching and Quality Education Concepts in College Students**

#### *3.1 Misalignment of Teaching Objectives: Overemphasis on Technical Skills at the Expense of Competency Development*

Many universities continue to adopt a traditional professional music education framework in their approach to piano instruction. This model places a predominant focus on the development of technical performance skills, such as precise finger techniques, adherence to technical standards, and mastery of complex repertoires. While these aspects are undeniably important, an overemphasis on technical proficiency often leads to a neglect of broader educational goals, such as fostering an appreciation for the aesthetic dimensions of music, encouraging emotional expression, and cultivating a deeper humanistic understanding of the art form. As a result, students may become proficient performers who excel in executing pieces with technical accuracy but lack the ability to truly appreciate the emotional and cultural significance of the music they play. This disconnect creates a scenario where students are technically skilled but fail to engage with music on a more profound level, thereby straying from the foundational principles of quality-oriented education. Such an approach undermines the holistic development of students, which should ideally integrate technical expertise with emotional and intellectual growth, aligning with the broader objectives of modern educational paradigms.

#### *3.2 Rigidification of Teaching Content: Overemphasis on Western Works at the Expense of Indigenous Culture*

The curriculum content predominantly centers on Western classical piano works, with minimal inclusion of Chinese piano compositions, ethnic-style arrangements, and modern popular piano pieces. This imbalance results in a lack of contemporary relevance and cultural depth within the educational framework. Consequently, students often fail to develop a comprehensive understanding of the rich and diverse musical heritage of China, which undermines efforts to promote cultural inheritance and cultivate a sense of cultural confidence. The teaching model employed is overly uniform and lacks adaptability, relying heavily on traditional methods such as "teacher demonstration, student imitation, error correction, and consolidation." This rigid approach enforces standardized progress, repertoire, and requirements, disregarding the diverse musical foundations, interests, and learning needs of individual students. Such uniformity creates significant challenges for beginners, who may struggle to keep pace with the curriculum, while students with prior musical experience often find the content insufficiently challenging, leading to diminished motivation and engagement [2, 5]. To address these issues, a more inclusive and flexible teaching strategy is essential, one that integrates a broader range of musical styles and fosters individualized learning paths. This would not only enhance the educational experience but also contribute to the preservation and appreciation of indigenous musical traditions, ensuring a more balanced and culturally enriched curriculum [1].

#### *3.3 Limitations of Teaching Scenarios: Emphasis on Classroom Training over Practical Application*

Piano instruction is predominantly confined to controlled environments such as practice rooms and classrooms, which limits exposure to dynamic and authentic settings like stage performances, campus cultural events, and artistic exhibitions. This restricted approach curtails students' opportunities to engage in real-world applications of their skills, thereby hindering the transformation of technical proficiency into artistic creativity

and broader practical competencies [1]. Such limitations create a disconnect from the holistic principles of quality education, which emphasize the integration of theoretical knowledge with practical experience. Furthermore, the evaluation system employed in piano education often adopts a narrow perspective, focusing excessively on final performance outcomes while neglecting the developmental journey of students [3]. Current assessment methods prioritize technical execution and repertoire mastery, sidelining critical process-oriented indicators such as learning attitudes, levels of participation, aesthetic sensitivity, and individual progress trajectories. This utilitarian approach to evaluation fails to provide a comprehensive reflection of students' overall competency development, thereby undermining the cultivation of well-rounded artistic and practical abilities [4]. To address these challenges, a more balanced and inclusive framework is necessary, one that values both the process and the outcome, fostering a deeper connection between technical skills and creative expression in the context of real-world applications.

#### **4 Practical Approaches to Piano Teaching for College Students from the Perspective of Quality Education**

##### *4.1 Restructuring Teaching Objectives: Focusing on Competency Development and Returning to the Essence of Education*

To effectively implement quality-oriented education, piano teaching objectives must transition from a focus on technical proficiency to a broader emphasis on developing comprehensive competencies. This approach involves establishing a multidimensional framework that integrates aesthetic literacy, humanistic literacy, psychological literacy, and practical literacy [7]. Aesthetic literacy serves as the foundation, aiming to nurture students' ability to perceive, appreciate, and express musical artistry [1]. Humanistic literacy builds upon cultural understanding, fostering a deeper sense of cultural awareness and confidence. Psychological literacy emphasizes holistic development, supporting mental well-being and the cultivation of balanced personalities. Practical literacy focuses on applying artistic skills in real-world contexts, enhancing students' ability to express themselves creatively and contribute to society through their musical talents [4]. In teaching practices, the emphasis should shift from technical mastery to emotional engagement, encouraging students to view piano learning as a transformative journey of self-discovery and personal growth. By prioritizing emotional resonance and spiritual enrichment, educators can redefine piano education as a meaningful and fulfilling experience that transcends mere technical competition.

##### *4.2 Optimization of Teaching Content: Integration of Chinese and Western Approaches, Aligned with Students and Contemporary Needs*

To address the requirements of quality-oriented education, the development of a teaching content system must emphasize classicism, cultural identity, contemporary relevance, and practical applicability to everyday life. This approach ensures that educational practices resonate with both traditional values and modern societal needs, fostering a balanced and comprehensive learning experience.

The selection of piano works should encompass a diverse range of styles, including Baroque, Classical, Romantic, and Modern, to establish a robust aesthetic foundation for students. Additionally, increasing the representation of piano compositions that reflect cultural heritage is essential for promoting a deeper connection to national identity. For instance, integrating pieces with distinctive cultural characteristics can enhance students' appreciation of their heritage while broadening their musical perspectives [11]. Furthermore, incorporating contemporary and engaging elements such as popular piano compositions, scores from film and television, and improvisational accompaniments can significantly boost students' enthusiasm and motivation for learning. To align with the aesthetic education needs of college students, it is crucial to include theoretical components such as music appreciation, contextual analysis of works, and exploration of cultural significance [2]. This integration of technical proficiency with artistic

understanding ensures a holistic educational approach that nurtures both skill development and cultural awareness, ultimately fostering a more profound and meaningful engagement with music.

#### *4.3 Innovative Teaching Model: Tiered Instruction + Diverse Methods, Respecting Individual Differences*

To address the varying levels of musical proficiency among college students, a tiered and categorized teaching approach is employed, dividing classes into beginner, intermediate, and advanced levels [1]. This structure allows for the development of tailored curricula and pacing that cater to the unique needs of each group, ensuring personalized instruction. The teaching methodology moves beyond traditional lecture-based models by incorporating diverse strategies such as demonstration sessions, listening appreciation exercises, collaborative group activities, contextual learning, and interactive experiences [4]. The use of multimedia resources, including audiovisual materials and online teaching platforms, enhances students' ability to intuitively understand and appreciate musical aesthetics. Group performances, such as ensemble work and four-hand harmonies, foster teamwork and a sense of collective responsibility. Additionally, heuristic teaching strategies encourage students to independently analyze musical compositions, interpret emotional nuances, and engage in creative exploration. This approach transforms passive learning into an active and dynamic process, empowering students to develop critical thinking skills and a deeper connection to musical expression [2]. By respecting individual differences and promoting a multifaceted learning environment, this model aims to cultivate both technical proficiency and artistic sensitivity in students.

#### *4.4 Expanding Teaching Scenarios: Integrating In-Class and Out-of-Class Activities to Strengthen Practical Education*

The integration of theoretical knowledge with practical application is emphasized through the establishment of a multifaceted teaching platform, allowing piano education to extend beyond conventional practice spaces and become a dynamic component of campus culture while addressing broader societal needs. To achieve this, stage-based learning opportunities are meticulously designed, including piano concerts, talent showcases, and class presentations. These activities not only foster stage confidence but also refine students' performance techniques, preparing them for diverse professional scenarios. Additionally, artistic cultivation is promoted by encouraging active participation in arts festivals, club events, cultural evening performances, and volunteer initiatives. These engagements nurture students' ability to contribute artistically to their communities while enhancing their interpersonal and organizational skills. Furthermore, off-campus artistic initiatives are implemented through music outreach programs targeting local communities and educational institutions. These efforts serve the dual purpose of enriching artistic education and fostering meaningful social connections. To complement these activities, digital platforms are utilized to facilitate online composition sharing and virtual performances. This approach broadens the scope of practical learning by enabling students to explore innovative methods of artistic expression and collaboration [4]. Collectively, these strategies create a holistic educational framework that bridges the gap between theoretical instruction and practical application, ensuring students are well-equipped for both academic and societal contributions.

#### *4.5 Improve the Evaluation System: Process-Oriented + Comprehensive, Focusing on All-Round Development*

A diversified and developmental evaluation system will be established to align with the principles of quality education, moving away from the narrow focus of relying solely on a single examination to determine outcomes. This comprehensive framework will evaluate students across multiple dimensions, including their mastery of skills, musical expressiveness, attitudes toward learning, levels of participation, rates of progress, and tangible achievements. The evaluation methods will incorporate a variety of process-

based records, such as observations of classroom performance, documentation of regular practice sessions, collaborative group projects, stage presentations, and final assessments. To ensure a holistic and multi-faceted approach, the evaluation process will include feedback from teachers, self-assessments conducted by students, and reviews from peers. The criteria for evaluation will prioritize encouragement and constructive guidance, placing a strong emphasis on students' personal growth and developmental progress [4, 9]. This approach aims to inspire a sustained passion for learning, fostering an environment where evaluation becomes a tool for both understanding and improvement. By integrating these elements, the system will effectively promote learning through evaluation and facilitate development through assessment, ensuring that students are supported in their journey toward comprehensive and well-rounded development.

#### *4.6 Strengthening Faculty Development: Enhancing Aesthetic Education Competence and Upholding Educational Orientation*

Teachers hold a fundamental position in advancing quality-oriented education, serving as the cornerstone for fostering intellectual and cultural growth. Higher education institutions must prioritize the enhancement of aesthetic literacy and the comprehensive development of piano instructors, ensuring they transition from traditional roles focused solely on technical instruction to becoming facilitators of aesthetic education. This transformation requires educators to actively investigate effective aesthetic education approaches tailored to the needs of college students, while simultaneously enriching the breadth and depth of teaching content [8]. By innovating instructional methodologies and integrating humanistic literacy with broader cultural perspectives, institutions can empower educators to cultivate a more profound understanding of aesthetic principles [10]. Such efforts are instrumental in building a highly skilled teaching workforce that not only excels in piano expertise but also embodies the principles of quality education and aesthetic competence. This approach will serve as a robust foundation for driving meaningful reforms in piano pedagogy, ultimately contributing to the development of a dynamic and culturally enriched educational environment [10].

#### *4.7 Safeguard Measures: Ensuring the Implementation of Piano Teaching under the Perspective of Quality Education*

Piano education should be seamlessly integrated into the broader framework of aesthetic and quality education within higher education institutions [11]. To achieve this, it is essential to refine and optimize curriculum systems, establish clear teaching standards, and develop robust management mechanisms. These efforts should be aligned with well-defined educational objectives and implementation strategies to ensure the institutionalization of teaching reforms. Significant investment in piano teaching infrastructure is crucial, including the establishment of standardized practice rooms equipped with high-quality instruments, multimedia classrooms designed for interactive learning, and performance venues that support both practice and public showcases. Additionally, the expansion of online and offline teaching resource libraries is vital to provide students with diverse and accessible learning materials, fostering an environment conducive to skill development [4, 6]. Cultivating a campus culture that emphasizes the importance of aesthetic education and artistic achievement is equally important. This can be achieved through targeted awareness campaigns and engaging experiential activities that highlight the value of piano learning. Such initiatives not only promote an appreciation for music but also create an inclusive and supportive environment where students are encouraged to participate actively. Ultimately, these measures contribute to the holistic growth of students, nurturing their creativity, discipline, and appreciation for the arts.

## **5 Conclusion**

Piano instruction for college students represents a pivotal element in fostering aesthetic appreciation, cultural understanding, and artistic growth within the framework of quality-oriented education. To achieve this, higher education institutions must

transcend outdated, utilitarian approaches and embrace a more holistic perspective that prioritizes the development of well-rounded individuals. This necessitates a comprehensive overhaul of teaching methodologies, including the redefinition of objectives, the diversification of curriculum content, the adoption of innovative instructional models, the integration of practical learning environments, the refinement of evaluation systems, and the enhancement of faculty expertise. Such reforms are essential to transforming piano education into a dynamic platform for cultivating students' aesthetic literacy, nurturing their humanistic values, and fostering their personal and intellectual growth. By doing so, institutions can ensure that piano education not only enriches students' artistic sensibilities but also equips them with the skills and perspectives needed to thrive in a complex and interconnected world.

In the evolving landscape of higher education, piano instruction must remain steadfast in its commitment to quality education, aligning with the broader goals of fostering student-centered growth and innovation. This requires a proactive approach to reform, where educators continuously explore new strategies and practices to enhance the educational experience. By prioritizing the holistic development of students, piano education can serve as a powerful tool for cultivating individuals with deep humanistic understanding, refined aesthetic judgment, and versatile competencies. These qualities are not only vital for personal fulfillment but also for contributing meaningfully to society. Looking ahead, future research should focus on identifying effective pedagogical techniques, integrating technology to enhance learning outcomes, and exploring interdisciplinary approaches that connect piano education with other fields of study. Such efforts will ensure that piano instruction remains a cornerstone of aesthetic and quality-oriented education, driving the cultivation of well-rounded, culturally enriched, and socially responsible individuals.

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