

TEACHING METHODS OF BASIC PIANO COURSES IN PRESCHOOL EDUCATION IN HIGHER VOCATIONAL COLLEGES

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Abstract

The importance of piano teaching in preschool education majors in colleges and universities cannot be ignored. First of all, as a multi-functional musical tool, the piano has a rich timbre, a wide vocal range and a diverse expressive force. Students majoring in preschool education can better understand and master the principles and methods of children's music psychology and music teaching by learning the piano. Piano teaching can help students to develop good music perception ability and expression ability, and improve their professional quality and educational ability in the field of preschool education. This article presented (1) the teaching methods of basic piano courses in preschool education in higher vocational colleges; (2) optimization of classical teaching methods; (3) methods on measures to improve piano teaching quality in preschool education majors in colleges and universities; (4) the teaching path of piano courses in preschool education major.

Keywords: Teaching Methods; Basic Piano Courses; Preschool Education; Higher Vocational Colleges

Introduction

In January 2019, the National Vocational Education Reform Implementation Plan, issued by The State Council of China, clearly stated that vocational education should be given a more prominent position in education reform and innovation and economic and social development. We will improve the modern vocational education system that attaches equal importance to

academic education and training, and open up channels for technical and technical personnel. As a part of the high-level applied talent training system, preschool education major has achieved great development in recent years. Piano basic course is an important part of higher vocational preschool education professional course, and it's teaching also has unique characteristics. However, there is a certain gap between the vocational skills of piano playing and singing for preschool education students in higher vocational colleges and the current employment environment for preschool educators, and this problem is in an increasing state. Preschool education in higher vocational colleges professional piano basic course teaching quality and employment requirements for the realization of organic connection, and teaching methods, did not fit the particularity of higher vocational preschool education professional talent training has a very close, contact, at the same time, because most of the preschool education professional students playing the piano, practice ability is relatively weak, lead to its learning in the subsequent stage of nursery rhymes when unable to reach the teaching goal. Based on this, it is of great significance to study the teaching methods of preschool education professional piano basic courses in higher vocational colleges for promoting the reform of higher vocational education and promoting the organic connection between the teaching quality of preschool professional piano basic courses and posts (Cao, 2014). At present, there are some problems in piano teaching in preschool education in universities.

First of all, some schools are lack of professional piano teaching teachers and teaching resources. Due to the particularity of preschool education majors, the only piano teachers may not be enough to meet the teaching needs of students. Secondly, the piano teaching in some schools pays attention to the indoctrination of theoretical knowledge, and lacks practice and experience. Preschool education is a highly practical major, and pure theoretical teaching is difficult to stimulate students' interest and potential (Xiao, 2019). In addition, in the selection of teaching methods and teaching materials, there are some problems of simplification and rigidity. Some schools are not flexible enough in the selection of piano teaching methods and teaching materials to meet the characteristics and needs of students (Zhang, 2018). It is necessary to explore the piano teaching mode and curriculum setting suitable for preschool education majors. According to the characteristics and needs of the students, establish a

scientific and systematic piano teaching mode, and arrange the piano courses reasonably. Piano teaching teachers are the key to improve the quality of teaching, which need to improve their professional quality and teaching ability through training and introduction.

The students trained in the field of preschool education are frontline teachers who will work in kindergartens in the future. Piano performance is an important means of participating in music activities. However, due to a series of problems such as poor music foundation among students, lack of understanding of theoretical knowledge related to preschool education by piano teachers, outdated piano teaching concepts, unclear teaching objectives, unscientific evaluation and assessment mechanisms, and limited practical opportunities, the piano learning of college preschool education students has not been able to achieve the desired results (Li, 2017).

With the increasing attention of China's education regulatory authorities and society to preschool education, the hardware teaching equipment in kindergartens is becoming more perfect. Piano has been introduced to more kindergartens, and higher requirements have been put forward for preschool education majors who will work on the front line of early childhood education in the future in terms of piano learning. Therefore, the piano teaching level of preschool education majors in universities needs to be continuously improved, and qualified preschool education teachers should be trained. Guide students correctly, tap their potential, encourage them to create music, and through research on teaching methods in three universities, provide a more suitable path for preschool education students to learn piano.

The Teaching Methods of Basic Piano Courses in Preschool Education in Higher Vocational Colleges

For the basic piano course of preschool education in higher vocational colleges, its teaching object has certain particularity. Only from the perspective of the training program and objectives of this course, different from the training program and objectives of piano college of music, it focuses more on cultivating students to become comprehensive applied talents. However, professional.

Conservatory piano professional students usually before entering college, have, certain music skills knowledge, and higher vocational colleges preschool education students because no, have received systematic music skills learning, therefore, the piano playing ability is relatively weak, piano playing skills knowledge and systematic theory knowledge is less, so to speak, higher vocational colleges preschool education professional students of piano basic course is not very familiar with, most of the students' music skills and piano knowledge is almost zero foundation. But after entering the school began to learn piano basic lessons, students need to learn through courses, gradually master piano playing basic theoretical knowledge and basic skills, and engaged in pre-school education must play skills and performance ability, at the same time, but also gradually form a good sense, self-study ability, analyze the ability of processing works. Because most students are first contact the piano learning, due to their basic level is not high and the piano lessons have certain panic, department, students due to the influence of their own learning ability and comprehension ability, unable to follow, on the piano lesson learning progress, in the long run, the lost self-confidence in the compulsory course. Only a small number of students with certain basic music skills and professional knowledge have a good course learning effect (Pan, 2020).

Optimization of Classical Teaching Methods

As an important means for teachers to carry out teaching activities, flexible teaching methods are the key to ensure the improvement of the teaching effect of basic piano courses in preschool education majors in higher vocational colleges. According to the actual situation of students majoring in preschool education in higher vocational colleges, it can be properly optimized on the basis of reasonable use of classical teaching methods, and then flexibly applied to the teaching of basic piano lessons. For the application of teaching method, teachers should pay attention to the explanation of music theory knowledge combined with the understanding level and employment needs of students majoring in preschool education. Demonstration teaching method, in addition to the teacher demonstration performance, students watch the famous demonstration and students between the mutual demonstration, performance, but also on this basis, pay attention to the piano performance mood, style, artistic conception and other aspects of the demonstration. For preschool education

professional students, teachers should pay attention to the cultivation of students open thinking, therefore, choose the repertoire should not only have higher interest, sex, for example, music fairy opera, children dance, etc., also need to guide students, broken comprehension repertoire unique music artistic conception and artistic connotation, enhance the enthusiasm of students learning piano basic lessons and music literacy. When practicing the teaching method, teachers should pay attention to the employment orientation of students majoring in preschool education, guide students to contact and practice the accompaniment of children's songs, compose music, fairy tales and opera. At the same time, the slow practice, decomposition practice, back and playing practice and performance practice should be comprehensively crossed, so as to improve the practice efficiency of students (Huang, 2016).

The Innovation of Diversified Teaching Methods

In addition to the classical teaching methods, the teaching methods of basic piano courses in preschool education in higher vocational colleges can be further innovated and expanded, which include the following two kinds: first, discussion and experiential teaching methods. At present, discussion and experiential teaching methods are not commonly used in the basic piano courses of preschool education in higher vocational colleges, but compared with the classic teaching method, this method has some innovation. First of all, the teacher can group according to the characteristics of students' interest, and then set the corresponding group discussion topic, guide each group students actively speak, explore the piano basic lesson related knowledge, discussion time should usually control for ten minutes, then, by the group representatives to explain the final result of the group discussion, the other team members can be added, while other team members can ask. Teachers should fully control the pace of the group discussion, and make timely comments and comparisons after the group discussion. Then, the students will practice the piano skills according to the various schemes derived from the group discussion, and will further study the relevant music theory knowledge. Through the organic combination of discussion and experiential method, preschool education professional students can not only systematically learn the music theory knowledge, at the same time, other, born in the advantages of thinking and methods can be fully, this is not, can only arouse the enthusiasm of students to participate in piano lessons learning, can also constantly, improve self-learning efficiency, eventually

promote preschool education professional students overall piano skills and music literacy. Second, cooperative learning is combined with individual teaching methods. Based on the particularity of higher vocational colleges, cooperative learning is different, learning level students help each other, common progress of a kind of learning style, teaching, basic piano lesson teaching, can be cooperative learning and individual teaching, organic combination, with this new teaching method to improve the teaching effect, promote the development of students. For example, in nursery rhymes impromptu accompaniment with teaching, most of the students may feel zero basic course content learning has a certain difficulty, teachers can guide the students to sing children's songs, however, after the accumulated music theory knowledge, to a variety of accompaniment weaving, finally under the cooperation of cooperative study team members to choose the most appropriate texture for nursery accompaniment match. In the class, the students will show the impromptu accompaniment of children's songs. The teacher will give individual guidance to the students' works, and then guide the students to think and explore the professional theoretical knowledge and skills about the impromptu accompaniment of children's songs, so as to consolidate the knowledge structure of the basic piano courses of the students majoring in preschool education. In addition, when conducting individual teaching, teachers can also encourage students to conduct performance competitions between cooperative learning groups through group competitions, which is not only the expansion of the practice method in the classical teaching method, but also the innovation of individual teaching (Tong, 2018).

Methods of Measures to Improve Piano Teaching Quality in Preschool Education Majors in Colleges and University

Innovative teaching methods: In order to break through the limitations of traditional teaching methods, piano teaching in preschool education in colleges and universities needs to try and promote new teaching methods bravely. These innovative approaches are designed to stimulate students' interest in learning, improve their practical application ability, and foster their innovative spirit. One feasible and innovative approach is to introduce situational teaching. Situational teaching enables students to master piano skills in practice by placing learning in real or simulated situations. For example, students can play the piano in a simulated concert scene to enhance their performance skills and confidence.

This approach helps to combine learning with practical situations, enabling students to better understand and apply the knowledge and skills learned.

Another innovative approach is to do project-based teaching. Project-based teaching encourages students to complete specific music creation or performance projects through group cooperation. For example, students can create an original piece of music or plan a concert. In this way, students can not only improve their collaboration and teamwork skills, but also develop their creativity and innovative thinking. This helps to transform learning from traditional classroom teaching to practical music practice, enabling students to be more deeply involved in music education (Wang, 2022).

Each student is unique and has his own learning background, interests and abilities. Therefore, in the piano teaching of preschool education majors in colleges and universities, the individual differences of students must be fully considered to ensure that they receive personalized learning support and guidance. An individualized learning plan should be provided to deal with individual student differences. For each student's needs and ability level, teachers can make different learning plans and goals. For example, for those students facing technical challenges, additional tutoring and practice opportunities can be offered to help them overcome difficulties. For those students who show special musical talent, they can be provided with deeper and challenging learning content to meet their growth needs. Individual differences also include the diversity of learning styles and interests. Teachers should encourage students to pursue their interests in music learning and provide diverse learning opportunities. For example, specialized courses can be arranged for students who like classical music, while also providing corresponding educational resources and support for students who like pop music or other music styles. This helps to stimulate students' enthusiasm for learning and make them more actively involved in piano teaching (Quyang, 2019).

In order to improve the quality of piano teaching in preschool education majors in colleges and universities, it is necessary to optimize the teaching materials and curriculum setting to ensure that they are consistent with the actual needs of preschool education and the social development. This process requires review and improvement of existing textbooks, while making the curriculum

more flexible and targeted. The choice or compilation of textbooks is crucial. Textbooks should reflect the latest developments in modern music and preschool education to ensure that students acquire knowledge and skills consistent with The Times. This means selecting modern, methodological textbooks, while combining music education with the real-life and emotional experiences of preschool children. Textbooks should not only pay attention to music technology, but also pay attention to the emotional expression and aesthetic experience of music. For example, more musical works combined with modern life and culture can be introduced to stimulate students' interest and emotional resonance (Zhang, 2011).

The curriculum needs to be more flexible to suit students' needs and interests. One approach is to offer a variety of elective courses to let students choose suitable courses according to their interests. For example, students can choose to take courses in different music styles, music history, or music creation. This helps to improve learning pertinence and student initiative. Furthermore, project-based courses can be introduced to encourage students to participate in music projects and activities, thus combining theoretical knowledge with practice. By optimizing teaching materials and curriculum, colleges and universities can ensure that piano teaching in preschool education is more closes to the needs and actual situation of students. This helps to improve the quality and attractiveness of teaching, making students more motivated to participate in music learning. Colleges and universities should constantly review and update their textbooks and courses to keep them up with the times.

The Teaching Path of Piano Courses in Preschool Education Major

The relationship between piano courses in preschool education major and early childhood education: With the improvement of China's economic level, the social attention to preschool education is increasing, parents gradually realize that children's music education can not only cultivate children's perception of music, but also promote the healthy development of children's morality, wisdom, beauty and other aspects. The preschool stage is a critical period for the rapid growth of children's musical ability. Reasonable and targeted music education for children can not only fully tap children's own

potential, but also effectively develop children's positive and healthy attitude towards life, so as to promote the healthy and harmonious development of children in all aspects. Carrying out music activities in line with children's physical and mental development can play an important role in promoting children's growth (Wang, 2022).

Piano course is a required course in preschool education, is one of the cores of the professional ability, requires the professional students to have certain piano playing ability and accompaniment ability, can enrich the classroom teaching form, stimulate children's interest in learning, to promote children's character development. It can show the music cultivation of preschool education workers, and can also show the practical teaching ability of the frontline teachers of preschool education. Piano course is not only a skill course, but also an important starting point for students majoring in preschool education to develop commitment and maintain their good quality. The cultivation of these excellent qualities will play a positive role in the students' future career development.

The preschool education in ordinary colleges and universities trains front-line teachers, and these educators serve as music enlightenment education for children. Students majoring in preschool education should master the basic music education and teaching ability, which will directly affect the preschool education cause in China. Therefore, exploring the practical course teaching mode not only affects the students of the major, but also directly related to the healthy development of children.

Optimization Measures for the Teaching of Piano Courses in Preschool Education Majors

Strengthen the standardization of piano performance: Correct and fluently is the key to learning the piano. The standardization of piano foundation is reflected in the scientific training of playing skills. With his dazzling playing skills, the pianist has conquered the ordinary people who learn the piano. It is undeniable that the core of the piano is the basic playing skills. However, for some students, the pursuit of technology has become a trend, such an attitude is a fatal trap for preschool students. But there are many students who pay

attention to appearance, take speed as technology, ignoring the characteristics of pre-school age. In addition, in the teaching to strengthen the guidance of practical methods, to help students to make piano practice plans. The process of practicing the piano is a process for students to find out and make up for the shortcomings. Slow practice can make the mind keep up with the rhythm of music; partial practice, we can understand the level of music more clearly; segment practice, which can clarify the structure of musical works more clearly; and one-hand practice can deepen the flexibility and accuracy of the fingers (Wang, 2021).

In short, dilute the mechanical skill training, highlight the performance of the music image, many times, targeted reinforcement can have a lot of harvest, this way is the way to improve the efficiency of the classroom.

Highlight the application of piano performance: The piano strengthens the rendering of the songs more than the other instruments. Preschool education major does not cultivate professional pianists like Lang Lang, but to cultivate basic education professionals, therefore, the ability to impromptu accompany children's songs is the core. For example: classic children's songs "little red riding Hood", spectrum requires playing in C major, students in a week can be the song fluent play ripe, but in children's music activities, according to different children's sound conditions, may not be able to sing in C tone, need teachers to move, this requires the teacher in the usual course lines, cultivate the ability of transfer (Zhang, 2013).

Conclusions

Piano teaching is educational activities specifically for how students play the piano, this instrument. It can be applied to learners of all ages, whether for beginners or for established students. Piano teaching includes not only practical playing skills, such as scale, chord, dynamic and rhythm training, but also possible music theory, visual play, listening training, music analysis and performance practice. Piano teachers usually tailor the teaching plan to the individual needs and processes.

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