

METHODS AND PRINCIPLES OF WRITING PIANO TEXTBOOK FOR PRESCHOOL EDUCATION

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Abstract

In today's society, preschool education has received more and more attention, and piano education, as an important part of it, has a direct impact on the quality of education to improve children's musical literacy and artistic cultivation. Especially in the context of the new curriculum reform and the digital era, how to build a piano teaching mode for preschool education majors that adapts to the needs of the times and further improves the quality of education and the teaching effect has become an important issue that needs to be studied and thought about in depth at present. This article presented (1) piano education in preschool education, (2) methods and principles of writing piano textbook for preschool education.

Keywords: Methods; Principles; Writing; Piano Textbook; Preschool Education

Introduction

At present, the piano teaching of preschool education majors is still subject to the influence of collegiate professional music colleges and universities, and there is still the shadow of "specialization" in teaching ideology, teaching methods, training programs, teaching objectives, etc. In actual teaching, it is prone to insufficient articulation of the curriculum, and it is easy to copy the teaching materials or the phenomenon of supersession of the syllabus, which makes it easy to make the specific teaching biased and insufficient. This makes specific teaching prone to deviations and inadequacies,

making it impossible for teachers to target.

The goal of preschool education majors is to cultivate future teachers of young children, and teachers of young children need to have the basic skills of playing the piano, and also need to have the ability to play young children's songs, arrange the accompaniment of young children's songs, play and sing by themselves, and create their own works. Therefore, in terms of piano teaching materials, it is important to enrich the sources of teaching materials according to the needs of the children. Not only do we need to train traditional skills with such teaching materials as "Bayeux", "Basic Piano Course", "Czerny" and "Early Childhood Songs", but we also need to visit and research the current situation of kindergarten teaching and the current situation of cooperating enterprises, to prepare piano teaching materials more suitable for preschool education majors, and to pay attention to the articulation and linkage with other disciplines (Cen, 2023).

At present, there are two common teaching methods for piano teaching in secondary preschool education majors, which are children's song playing and improvisation accompaniment. However, piano playing requires students to master certain knowledge of music theory and basic keyboard playing ability, and the teaching content is too specialized, which is easy to bring pressure to students. Therefore, teachers also need to guide students to study the behavioral and psychological characteristics of young children, so that students are familiar with the psychological activities of young children, but also through an in-depth study of the relevant content of early childhood psychology, based on which to optimize the design of the piano curriculum, to improve the students' ability to improvise accompaniment, and thus promote the cultivation of students' musical literacy.

The preschool education major focuses on cultivating more early childhood teachers and effectively meets the needs of job development. Emphasis on the cultivation of students' piano improvisation and accompaniment ability is the need for the development of preschool education, which can help students to be better qualified for kindergarten education and teaching work. To a certain extent, piano teaching is a compulsory course for preschool education majors, which has the characteristics of practicality,

practicability and innovation, and also covers various aspects, such as music theory, sight singing, vocal, piano playing and other music literacy, which is conducive to the strengthening of the students' comprehensive learning ability, and encourages the students to articulate the contents of vocal and harmonic and other aspects, so as to avoid the students' fear of learning, fear of playing, and promote the students' comprehensive literacy , promoting the improvement of students' comprehensive literacy and enabling students to obtain professional development (Zhong, 2019).

Piano Education in Preschool Education

The status and role of piano education in preschool education: Preschool children are in the key stage of perception and language development, and piano education can be used as a means of musical enlightenment. Through learning the piano, pre-school children can be exposed to different musical elements, such as pitch, rhythm and timbre, and develop their ability to perceive music. At the same time, piano playing can be a way for preschoolers to express their emotions and thoughts, helping them to express their inner world through music and develop emotional expression and creativity.

Piano education has a positive impact on preschoolers' cognitive development. Learning to play the piano requires skills such as memorising notes, mastering music scores and coordinating finger movements, which helps to improve preschoolers' memory, attention and concentration. Piano education also develops preschoolers' spatial perception, co-ordination and hand-eye coordination. The enhancement of these cognitive and learning skills has a positive impact on preschoolers when learning other subjects and solving problems.

Piano education provides preschoolers with opportunities for social interaction with other children and teachers. In piano classes and ensemble activities, preschoolers can play collaboratively with others, share musical experiences, and learn to support and encourage each other. This helps to develop preschoolers' social skills, teamwork and interpersonal skills. In addition, piano playing can stimulate pre-school children's emotional expression

and emotional regulation, helping them to build positive emotional attitudes and emotional management skills.

Piano education in preschool education helps to develop the comprehensive quality of preschool children. Learning piano requires constant concentration and patience, and develops preschoolers' self-control and self-discipline. Piano playing also involves aesthetic taste, artistic appreciation and musical understanding, cultivating preschoolers' aesthetic ability and cultural literacy. The development of these comprehensive qualities is important for the personal development and future academic success of preschoolers (Chen, 2011).

Preschoolers learning piano can gain knowledge of music theory and performance skills. They can learn about notes, sheet music reading, rhythmic sense, and basic music theory concepts. This knowledge and skills are very beneficial to preschoolers' cognitive development and ability to learn, and provide a foundation for them to learn other instruments or delve into music in the future.

Learning the piano requires preschoolers to stay focused and concentrated. They need to focus on finger movements, accurate note playing, and rhythm mastery. Through repetition and concentration, preschoolers' attention and focus can be honed and improved, which can have a positive impact on their performance in learning and other activities.

Piano playing requires preschoolers to master the exact position and movement of their fingers and to develop their spatial perception and co-ordination. Preschoolers need to master the division of labor between the left and right hands when playing the piano, while controlling the pedals and expressing emotions. Through piano education, preschoolers can improve their spatial perception, hand-eye co-ordination and body movement dexterity.

Music is a medium of emotional expression, and piano playing can help preschoolers express their feelings and emotions. They can convey emotions such as happiness, sadness and anger through music and develop the ability to express emotions. At the same time, learning to play the piano can also help

preschoolers learn to regulate their emotions and reduce stress and anxiety through the beautiful and relaxing process of playing music.

Piano education can be organically combined with other subjects to promote interdisciplinary learning for preschoolers. For example, through learning music theory, preschoolers can enhance their understanding of mathematical concepts, such as the numerical value of notes and the calculation of intervals. Piano education can also be integrated with language learning, for example, through singing and playing songs to enhance children's phonological development and language expression.

In summary, piano education plays a vital role in preschool education. It not only inspires the musical potential of preschool children, but also contributes to cognitive, social and emotional development. Therefore, giving enough attention and opportunities to piano education in pre-school education will help children's all-round development and lay a solid foundation for their future learning and life (Wang, 2018).

Influence of Piano Education on the Comprehensive Development of Preschool Children

Learning the piano requires preschool children to memorize notes, master sheet music and understand musical structures. These activities promote the development of their memory, attention and concentration. At the same time, learning piano also involves mathematical concepts, such as the calculation of note durations and intervals, providing training in mathematical thinking. Through piano education, preschoolers can develop analytical and problem-solving skills and promote their cognitive development.

Piano playing requires preschoolers to master complex finger movements and coordinate hand-eye coordination. Through piano practice, preschoolers can improve finger dexterity, precision and coordination, and promote hand-eye coordination and motor development. This has a positive impact on their development of fine motor skills, writing and other motor skills in daily life.

Music is a medium of emotional expression and piano playing can help preschoolers express their feelings and emotions. They can convey emotions such as happiness, sadness, and anger through music and develop the ability to express emotions. At the same time, learning to play the piano can also help preschoolers learn to regulate their emotions and reduce stress and anxiety through the beautiful and relaxing process of playing music.

Piano education provides preschoolers with opportunities to interact socially with other children and teachers. In piano classes and ensemble activities, preschoolers can play cooperatively with others, share musical experiences, and learn to support and encourage each other. This helps preschoolers develop social skills, teamwork and interpersonal skills.

Piano playing can stimulate preschoolers' creativity and imagination. They can use their creativity through music composition, improvisation and personal expression. Piano education encourages preschoolers to explore and develop their own musical styles and artistic expression, fostering creative thinking and imagination (Bao, 2020).

Learning to play the piano requires preschoolers to adopt effective learning methods and strategies. They need to learn to break down complex pieces of music, practice and mastering them gradually. This develops their problem-solving and learning skills such as goal setting, self-assessment and continuous practice. These learning methods and strategies can be applied in other subjects and areas to help preschoolers learn and grow more effectively.

Learning piano is a process that requires patience and perseverance. Preschoolers need to be persistent in practicing and overcoming obstacles when faced with challenges and difficulties. Through piano education, preschoolers can develop the qualities of persistence and perseverance, learning to face setbacks and work through difficulties. Such qualities are important for learning and achieving long-term goals in life.

Learning the piano helps preschoolers develop musical appreciation and aesthetic skills. They learn to recognize different tones, rhythms, expressions and emotions by playing and listening to music. This improves their

understanding and appreciation of music and enriches their aesthetic experience. At the same time, the aesthetic ability of music can be extended to other art forms and cultural fields, promoting the development of comprehensive aesthetic literacy among preschoolers (Huang, 2020).

Through learning piano, preschoolers can build self-confidence and self-expression. With continuous practice and playing, they will gradually improve their musical skills and showcase their talents in performances. This sense of self-accomplishment and self-confidence helps preschoolers demonstrate their abilities in other areas and develop a positive self-image.

As an ancient musical instrument, the piano has a rich cultural and historical background. Through learning the piano, pre-school children can learn about different musical periods and composers, the development of music and the cultural background behind it. This helps to broaden preschoolers' cultural horizons and develop respect and appreciation for music and art.

In summary, piano education has a more holistic impact on pre-school children. It not only fosters learning methods, patience and perseverance, but also promotes the development of music appreciation, self-confidence and self-expression. In addition, piano education brings enlightenment of cultural and historical awareness. By providing an appropriate educational environment and support, piano education can provide preschoolers with rich learning experiences and opportunities for integrated development. Piano education has a broad and positive impact on the holistic development of pre-school children. It not only promotes their cognitive, motor and emotional development, but also fosters social skills, creativity and imagination. By providing quality piano education, it can help pre-school children develop holistically and lay a solid foundation for their future learning and life.

Demand for Piano Teaching in Preschool Education Programs

In the face of the current demand for educational diversification and the development trend of preschool education majors, music courses, especially piano teaching, have been given a more important role in the process of improving the quality of preschool education. Research shows that music as a

catalyst plays an important role in children's emotional and creative development. Luo Rui found in his dissertation that quality music education can promote the comprehensive quality of young children, so piano teaching has been increasingly incorporated into the art curriculum of preschool education majors. At the same time, the results of Yan Lord's study also showed that through the teaching of playing and singing of young children's songs, the comprehensive art practice ability of preschool education majors was effectively improved. However, the existing literature also reveals the problems of piano teaching in preschool education majors, such as outdated methods and insufficient teachers (Xiao, 2012).

Cen Lu (2023) put forward a point of view that attracted attention, pointing out that pre-school education students are full of interest and demand for piano learning, however, it is difficult to achieve effective improvement due to the problems of insufficient content of teaching materials and unequal distribution of teaching resources. Piano teaching in preschool education majors is facing urgent needs and challenges, so it is necessary to focus on writing suitable children's songbooks, optimizing teaching methods, and strengthening teachers' strengths in order to comprehensively improve the level of piano teaching.

Methods and Principles of Writing Piano Textbook for Preschool Education

In the field of education, the preparation of piano teaching materials is regarded as a key link in improving the quality of music teaching in preschool education. For pre-school education students, writing children's songbooks is not only about transferring the content of musical knowledge, but also involves the important task of stimulating students' creativity and cultivating their interest in music. According to Cen Lu (2023) in the Study on Measures to Improve the Quality of Piano Teaching for Preschool Education Majors in Colleges and Universities, high-quality piano teaching materials should take into account the characteristics of children's psychological and cognitive development, and use rich and varied teaching materials in order to stimulate students' interest in learning. Therefore, in the process of writing piano children's songbooks for preschool education majors, we need to pay attention to the scientific,

systematic and interesting nature of the teaching materials, and at the same time incorporate cultural connotations into them, in order to ensure the effectiveness of the teaching materials and the diversity of teaching (Ji, 2020).

The preparation of piano teaching materials needs to take into account the concept of music education and the cognitive characteristics and psychological development needs of pre-school children. In the process of writing children's songbooks, scholars have conducted a great deal of research and discussion (Zhang, 2017).

In exploring the methods and principles of writing piano textbooks, scholars have provided multi-dimensional analyses and suggestions. In her study, Lanlan Tu pointed out that piano teaching materials for preschool education majors should be oriented towards heuristic teaching, focusing on cultivating students' musical perception and creativity, and at the same time selecting appropriate repertoire and teaching methods in accordance with children's psychological and cognitive characteristics. (Tu, Lanlan, 2023) For the reasonable arrangement of the content of the teaching materials, Liu Zeyue believes that it is necessary to arrange music of different difficulties according to the age characteristics and ability development level of pre-school children, to ensure gradual progression, which can stimulate the interest as well as effectively improve the skills. In the creation of children's songbooks, Jun Zhao analyses the characteristics of children's songbooks for piano, and proposes that the creation of songs should pay attention to the matching of lyrics and melody, as well as the educational value and entertainment of the songs. And from the practical application effect of the teaching materials, Liu Wenlin (2018) concluded through research that effective piano children's songbook teaching materials are not only conducive to the cultivation of preschool education majors' music literacy, but also able to provide rich teaching resources for the future practice of early childhood education. Comprehensively, it can be concluded from the above research that writing piano children's songbook teaching materials suitable for preschool education majors is a systematic project, which needs to comprehensively consider the educational objectives, the laws of children's development, and the effects of teaching practice, to ensure that the teaching materials can efficiently serve the music teaching in preschool education.

In preparing the piano children's songbook teaching materials, inspirational teaching should be the core, focusing on cultivating students' musical perception and creativity. At the same time, according to the age characteristics and ability development level of pre-school children, music pieces with different levels of difficulty should be arranged to ensure gradual progress and stimulate students' interest. When composing piano children's songbooks, attention should be paid to matching the content of the lyrics with the melody, while taking into account the educational value and entertainment of the songs. Studies have shown that effective piano children's songbook teaching materials help preschool education majors cultivate their musical literacy and provide rich teaching resources for early childhood education practice. Therefore, when preparing piano children's songbook teaching materials, comprehensive consideration should be given to the educational objectives, the laws of children's development and the effects of teaching practice, so as to ensure that the teaching materials can efficiently serve music teaching in preschool education.

New Knowledges

The preschool teaching force from the perspective of high-quality development, emphasizing the importance of arts education. All of the studies suggest that teachers' music teaching skills, especially their piano accompaniment and performance abilities, are key factors in creating an effective classroom environment. Therefore, children's songbooks for piano written for preschool students should not only consider the educational significance of the songs, but also focus on their practicality and technicality in piano teaching, in order to meet the specific needs of current preschool students for piano teaching. Through in-depth understanding of relevant research, we can better provide guidance and support for preschool students in writing children's songbooks for piano.

Conclusions

It can be concluded from the literature review that preschool education majors attach great importance to the cultivation of diversified artistic cultivation and practical ability when training kindergarten educators. Piano, as an important music teaching tool, plays a key role in enhancing preschool education students' music literacy and teaching ability. Luo Rui's study shows that music curriculum has an important position in preschool education and suggests the potential for curriculum optimization. Meanwhile, regional music teaching resources can enhance students' cultural identity through actual teaching research.

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