

The Important of Piano Accompaniment Skills for Teaching Music for Early Childhood in Taishan, China

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Abstracts

This academic article presented the importance of piano accompaniment skills for teaching music in early childhood in Taishan, China. Nowadays, with the continuous development and progress of society, people are paying more and more attention to education, especially children's education. The students majoring in early childhood are aiming to train excellent preschool teachers. It is very important to have certain accompaniment and piano playing ability in music quality. This article provided the knowledge in early childhood professional, piano accompaniment, and the importance of piano accompaniment skills for teaching preschool students.

Keywords: Important of Piano Accompaniment Skills; Teaching Music for Early Childhood, Taishan, China

Introduction

Nowadays, with the continuous development and progress of society, people are paying more and more attention to education, especially children's education. Currently, the students majoring in early childhood are aiming to train excellent preschool teachers. It is very important to have certain accompaniment and piano playing ability in music quality. Piano accompaniment is the product of the combination of theoretical knowledge and practice, which can reflect teachers' teaching level and students' learning ability. Therefore, it is necessary to learn the ability of piano accompaniment in teaching and make full use of this skill in future study and work, to improve the overall quality of preschool teachers and promote children's better growth and development.

The operability of preschool teachers' professional ability is defined as the dynamic force formed and developed by preschool teachers to complete the work of preschool education based on certain physical and psychological qualities in the four dimensions of emotion, knowledge, skills, and ability. The operational definition of preschool teachers' professional competence is conducive to making the core latitude of preschool teachers' professional competence clearer and evaluating preschool teachers' professional competence.

Early childhood professional

Most preschool teachers' self-perception of their professional ability is lower than their actual level, and the development of professional ability is not balanced. In terms of teaching age, the professional ability of preschool teachers generally shows that the ability of those with higher teaching age is stronger than that of those with lower teaching age. Especially in the organization and conservation of one-day life, encouragement, evaluation, reflection, and development reflect the advantages of higher teaching age. Highly educated preschool teachers are better than those with low education in support and guidance of game activities, planning and implementation of educational activities, communication and cooperation, reflection and development, and those with the junior college or lower education are better than those with bachelor's degree or higher education in playing, singing and painting. Kindergarten teachers of different natures only have significant differences in the planning and implementation of educational activities, while there are no significant differences in other abilities (Mao & Lu, 2021 : 79-83.).

The professional ethics of preschool teachers is an important part of professional development and plays a core role in the professional constitution of preschool teachers. The main direction of preschool education major students' growth is preschool teachers. The professional ethics construction of preschool education major students' preschool teachers is of great significance to improve the professional ethics level of the whole preschool teachers. The construction of professional ethics for students majoring in preschool education can regulate the professional performance of students majoring in preschool education and protect their rights and interests after working in kindergartens.

The construction of professional ethics of preschool teachers for students majoring in preschool education is not only the need for them to be engaged in the career of preschool teachers in the future but also the need for their development as students in normal colleges and universities. Considering the current situation of the professional development of kindergarten and preschool education in China, the author believes that the professional ethics construction of preschool education students and preschool teachers can be carried out from the system, curriculum, and environmental aspects (Sun, 2018 : 44-45).

With the continuous development of today's society and economy, great changes are taking place in the educational circle. More and more people have begun to pay attention to children's education. And early childhood education, as the most basic of children's enlightenment education, plays a very important role in children's life. So preschool teachers should also adapt to the trend of The Times and constantly improve their professional development. The development of preschool teachers is not only a basic guarantee of the quality of kindergarten education but also an important factor in the sustainable development of kindergarten. Under the current educational situation, preschool teachers must re-examine themselves, constantly reflect on themselves and summarize. They should have certain planning for their professional development and growth path to continuously improve their teaching level and professional skills and promote the comprehensive development of children in an all-around way.

To cultivate the professional development of preschool teachers, teachers should first have a certain ideological understanding of modern education, firm up the party's educational policies, and unswervingly follow the party's guiding line. It has a certain knowledge reserve and can provide different needs according to the different development of different children. At the same time, teachers should have a high degree of ethics and style cultivation to do a good

job of guidance for children in an all-around way, subtly affecting children (Wang, 2021 : 156-157).

With the transformation of the social economy, children have become the main social concern group. They are the backbone of the country meters, so the education needs not only for children to conduct a comprehensive system of knowledge but also to carry on the emotional education and culture quality education. These are the mission of preschool educators in the national requirements for talent cultivation based on wood. With the increase in preschool teacher groups' demands, preschool education in higher vocational colleges early childhood professional wood base of preschool teachers' professional skill level requirement also gradually improve. The skilled vocational colleges need more actively to teach professional children songs played on the course reform and improve the level of students' professional knowledge and song playing skills. The music institutes should train students majoring in preschool education to be qualified and excellent preschool teachers.

Under the impetus of education reform, higher vocational colleges adjust and optimize the professional knowledge education to pay more attention to students' cultural quality and emotional understanding. In preschool education, teachers also need to pay attention to cultivating students' music quality and cultural quality. So that students can enhance their coordination ability in the process of singing and playing and naturally improve the singing ability of children (Su, 2021 : 65-66).

In early childhood education, the ability of music teaching is the basic teaching skill that students majoring in early childhood education must master, among which the ability of self-playing and self-signing is an important part of music teaching ability. Self-playing and self-signing can quickly close the relationship between teachers and children and stimulate children's interest and attention in learning. According to the investigation and analysis of the current preschool education in China, it is found that most preschool teachers' ability to sing while playing is insufficient. Therefore, in the professional teaching of preschool teachers, we should strengthen the cultivation of students' ability to sing while playing and improve their comprehensive quality and ability. Generally speaking, self-playing and self-signing reflect comprehensive ability rather than a simple skill that can be mastered. Students need to accumulate in daily learning and improve basic ability step by step to form comprehensive self-playing and self-signing abilities (Wang, 2017 : 121-122).



Figure 1, Guiyang Vocational colleges preschool education professional education skills competition

Piano Accompaniment

Piano accompaniment is musical performance art, which is mainly divided into two aspects: formal accompaniment and impromptu accompaniment. The following two aspects are elaborated in detail, respectively.

Accompaniment on piano

Compared with impromptu accompaniment, regular accompaniment generally refers to the accompaniment score of vocal music works created by composers or professional vocal music accompaniment arrangers in the form of an example score. Training has always been in the teaching, written in normal colleges is regarded as music education professional impromptu accompaniment class training content to improve students' level of impromptu accompaniment of the teaching. Still, in teaching prisoners to students, teaching classes, and so based on the piano, the standard of impromptu accompaniment is also difficult. Although, there is the content of musical accompaniment in some piano courses now. It is often ignored in practical teaching, or students take it as a general piano homework, not with vocal music, so it has lost its meaning of "accompaniment." The natural "blood relation" between ten piano lessons and impromptu accompaniment lessons makes it imperative to attach importance to the teaching of musical accompaniment in piano lessons

The significance of musical accompaniment for basic music teaching and vocal music performance is well known. It is a pity that in the past, the training of musical accompaniment in college piano courses was very little, so many students could not master the basic skills of music teaching well until graduation. After many years of teaching practice and thinking, the author summarizes several methods to improve the ability of orthodox music accompaniment in college piano courses and discusses them with colleagues. First, we should start by improving our visual playing ability. Cultivate the habit of reading music without musical

instruments; 2. Cultivate the ability of multi-sensory "linkage" with a musical instrument; 3. piano accompaniment should also master the special performance skills.

Piano teachers in colleges and universities should be concerned with curriculum reform in daily teaching, break the dilemma of narrow specialty export in the past, and strive to create broad caliber compound talents to meet society's needs and the basic needs of education teachers. It has always been our direction of effort. The piano accompaniment course is undoubtedly an effective measure to escape the dilemma (Jin, 2009 : 34-37).

Piano accompaniment is a special performing art which includes formal accompaniment and impromptu accompaniment. The significance of orthodox accompaniment for basic music teaching and vocal music performance is well known to all. In college music education, the orthodox accompaniment has been paid more and more attention by students because it not only teaches impromptu accompaniment but also contributes greatly to improving students' piano performance level and overall music quality.

In short, piano accompaniment and performer are an organic combination. An excellent accompanist will compensate for the lack of performers by rich musical accomplishment and performance experience and make performers achieve a complete artistic realm through the correct grasp of works (Qiao, 2011 : 22-23.).

Music accompaniment is one of the artistic essences of Chinese vocal music works, mainly in the form of piano accompaniment. Its music image, work style, background, and other aspects are exquisite and specially arranged by the composer for the content of the work, with a high degree of fit between the work. In the actual performance of Chinese vocal music, it is usually compared with impromptu accompaniment.

Through the comparison and balance in this paper, the vocal music of piano accompaniment and unification of vocal piano accompaniment enable us to understand that the art of vocal music has different characteristics. Still, in the process of collaborative performance, it must deal with good contrast, balance, and unity between them to combine the artistic characteristics of the two, merge into the field of work performance, and form a complete artistic appeal. This process requires the accompanist to understand the work fully, to understand the characteristics of the singer fully, and in the process of stage performance, timely to make some fine adjustments to the accompaniment to make the work has a superb artistic level (Liu, 2017 : 93-94).

Piano improvisation

Piano improvisation or impromptu piano accompaniment has a certain technical and artistic quality, and creativity combines theory and practice and can embody the teachers' teaching level and students' learning ability. Therefore, in the teaching time to learn the piano improvisational accompaniment ability, in the later study and work to good use of this skill, promote the overall quality of preschool teachers, Promote children's better growth and development.

At present, the students trained by the preschool education major are all preschool teachers, many of which are grassroots kindergartens. When kindergarten teachers teach children, impromptu piano accompaniment is an important skill. It is a music education activity that kindergarten teachers will involve every day. Only by mastering this skill can they get a better job. Therefore, this course should be studied in the teaching system. Must let preschool education major students choose a class system and the teaching and improve teaching methods. So that the teaching activities are carried out smoothly, and the students can have a

certain confidence in teaching activities. Students will raise their level in the impromptu piano accompaniment and can play while singing.

To sum up, the reform and practice of piano impromptu accompaniment teaching is an important issue in the teaching of preschool teachers. Due to the continuous development of education, to fully realize the impromptu piano accompaniment in the importance of preschool teachers' teaching, aiming at the characteristics of impromptu piano accompaniment teaching study of piano improvisational accompaniment courses system and teaching material system to improve, to change teaching mode, to cultivate more adapted to the kindergarten education preschool teachers (Wu, 2014 : 125).

Piano improvisation is a very practical means of music teaching for teachers in kindergarten music teaching. It can coordinate with children's musical and emotional experiences and enable teachers to master teaching progress and classroom order more effectively. We can put forward the following conclusions through the analysis of examples in this paper. First of all, piano improvisation has a long history, and the analysis of its history lets us better understand this form of music activity and provide a certain theoretical basis for its better application in kindergarten music teaching. Secondly, piano improvisation in kindergarten music teaching has its characteristics, significance, and role. Thirdly, spontaneous piano performance in kindergarten music teaching is a regular, structured, and principled creation and playing. Teachers must "act according to their capabilities" to play with children at all times (Li, 2014 : 1-37).

On the one hand, piano improvisation refers to using the piano as a fast and effective accompaniment to the music. It refers to the improvisation on the piano according to the motivation and situation without a melody score. With the development of the economy and the progress of The Times, more and more schools have been equipped with piano and other music teaching instruments, providing a material basis for teachers to improvise a piano performance. With the further deepening of curriculum education reform, quality education has also been deeply rooted in the hearts of music teachers, which put forward higher teaching requirements. With the help of certain teaching instruments for music, teaching is the general trend.

Music class with piano improvisation is a fun class for students. Primary school students are a strong curiosity group, for new things always have natural curiosity and thirst for knowledge. A piano is particularly suitable for rendering emotions, meeting students' needs, and deepening students' emotional experience so that students can naturally study music and do education. Piano improvisation is increasingly important in student-centered primary school music classes. It becomes an important way for music teachers to organize classroom teaching and guide students to experience music. The ability of piano improvisation has also become one of the most important basic skills for an excellent music teacher, which is the embodiment of the comprehensive quality of music teachers.

The research of this paper mainly draws the following conclusions: First, piano improvisation is not only used for accompaniment of songs but also can be used to teach all kinds of music activities in primary school music class. Second, piano improvisation in music teaching can help students deepen their emotional experience of music. Third, piano improvisation has incomparable advantages over other teaching methods. Using piano improvisation to assist teaching can make teachers' pay more attention to students, which is of great help to student-centered music teaching (Chen, 2014 : 1-31).



Figure 2, Piano accompaniment class for pre-school education major of Guangxi City Vocational University

The Important of Piano Accompaniment Skills for Teaching Music for Early Childhood in Taishan, China

As a required course for music education majors, impromptu piano accompaniment is increasingly recognized for its practicality and importance. With the widespread use of piano impromptu accompaniment in school music classes and mass art activities outside school, the status of this course has been continuously enhanced. Since the first National Seminar on Impromptu Accompaniment Courses was held in 1993, it has lasted more than 20 years. Many music colleges and universities throughout the country have gradually standardized the impromptu accompaniment courses, for example, in the textbook compilation, curriculum setting, examination form, and so on.

As mentioned above, piano impromptu accompaniment teaching has a history of nearly 20 years since impromptu piano accompaniment was officially included in the piano lessons of Art College in 1995. Since 2010, the impromptu piano accompaniment has been officially included in the Undergraduate training program, which was often dispensable before. Because the course is not independent, the piano teacher is part-time for a long time. A group lesson is needed in the piano teacher's piano and improvisational piano accompaniment. Therefore, improvised piano accompaniment is non-existing. In addition, no suitable teaching material and poor students come from many factors, leading to the teaching effect being far less than the expected target. Revise the project of cultivating undergraduates in 2010. Currently, the curriculum, selection of teaching materials, assessment methods, supplementary teaching materials, and other aspects have been constantly improved and achieved certain practical results, laying a foundation for the further improvement and development of the curriculum.

In a word, improvised piano accompaniment is a professional skill that music education majors must master, and its importance is self-evident in the face of the current situation of the development of music education in Tibet (Ci, 2015 : 86-91).

In 1709, the first piano was created by The Italian Christophe, marking the beginning of the development of the modern piano. A piano is known as the "King of Musical

Instruments" because of its wide range, loud volume, beautiful timbals, and varied duration. In nearly three hundred years of development, the piano accompaniment has been widely used in dance, music, film and television, and other artistic carriers and gradually evolved into an independent discipline. Piano accompaniment involves a wide range of knowledge. The knowledge system structure is relatively complex, coupled with its unique artistic expression. It has gradually become a major music education course and other art majors. In addition, many piano competitions and examinations at home and abroad take progressively piano accompaniment as the competition content and assessment standard. Driven by many factors, art majors in many colleges and universities in China have opened piano accompaniment courses. Although teaching piano accompaniment has achieved specific results, it still faces many difficulties.

According to the data analysis, students' ability to master the piano accompaniment is not optimistic, and most students are not confident about their ability to master it. In this way, the negative learning attitude and questioning of their ability undoubtedly add another obstacle to teaching piano accompaniment. Similar to the teachers' data analysis, students also raised objections to the current textbooks, believing that the contents of the textbooks are too old and lack innovation, making it difficult to arouse their interest in learning. Some songs are too difficult, and some students have a weak foundation, making it difficult to perform their works. The traditional teaching method is also the slot that most students put forward. The textbook's content is boring, the classroom atmosphere is more depressed, and learning is naturally passive. The single assessment method is also one of the complaints of students, who believe that piano accompaniment ability can not be fully measured only through a few practice pieces. In addition, the hardware provided by the school is far from adequate for classroom use, let alone after-class exercises (Tao, 2019 : 118-120).

Piano impromptu accompaniment, as one of the required professional skills courses for preschool education majors, is a course combining theory and practice. It requires students to master the corresponding basic music theory and piano playing skills. Also, it requires students to have the skills of improvised accompaniment and singing children's songs while playing. However, according to the situation of students' novitiate and practicing in kindergartens, we can rarely observe music activity classes. The reason is that several preschool education students and in-service kindergarten teachers are quite weak in impromptu piano accompaniment and singing ability and dare not carry out music activity observation classes. It can meet the needs of the actual teaching kindergarten on how to preschool specialized education characteristic, scientifically choose suitable for preschool education major students to learn impromptu accompaniment teaching contents and flexible use of practical and effective teaching methods. To help solve problems such as teaching students to autonomous learning piano improvisation attacks, we still need to explore further and perfect (Zhang, 2014 : 101 - 102).

小 螺 号

付 林：词曲
小 朝：编谱

The musical score for 'Little Conch Shell' (小螺号) is presented in a standard musical notation format. It includes a piano accompaniment (Piano) and a piano (Pno.) section. The melody line is written in treble clef, and the piano accompaniment is written in bass clef. The lyrics are in Chinese and are placed below the melody line. The score is divided into four systems, each with a measure number (6, 11, 16, 21) indicating the start of a new line of music. The lyrics are: '小螺号 嘀嘀嘀吹 海鸥听了展翅飞 小螺号 嘀嘀嘀吹 浪花听了笑微微 小螺号 嘀嘀嘀吹 声声唤船归 小螺号 嘀嘀嘀吹 阿爸听了快快回 小螺号 嘀嘀嘀吹 阿爸听了快快回'.

Figure 3, Preschool teachers play songs and sing music

Impromptu accompaniment course combines multidisciplinary music knowledge and comprehensive skills, including vocal music, sound, and piano course teaching. It can cultivate students' ability for impromptu piano accompaniment. With the rapid development of impromptu piano accompaniment in China, this course has become a compulsory music education course in colleges and universities. However, due to the short development time, there are many problems in the teaching of piano impromptu accompaniment courses: the nature and orientation of impromptu accompaniment courses are not clear, there is no authoritative unified textbook, and there is no systematic teaching method, etc. Therefore, the level of attention to this course is not enough, there are many problems, and the development is relatively slow. Therefore, teachers and experts must work together to find solutions and improve the quality of course teaching.

The improvement strategies of piano impromptu accompaniment teaching: (1) fully understand the importance of piano impromptu accompaniment courses, (2) optimize the curriculum setting, (3) improve teaching methods (4) cultivate students' practical ability. Piano impromptu accompaniment can cultivate students' musical perception and improve their musical accomplishment. The innovation of piano impromptu accompaniment teaching has become an inevitable development trend. Innovation can improve the existing teaching mode and training methods and solve the current problems. We should pay attention to the cultivation of students' thinking ability and creative ability, formulate scientific and reasonable methods

and clear goals, and train them systematically. Teachers should teach responsibly, and students should practice more so that high-quality professionals can be trained to serve society (Wu, 2015 : 179-180).

To sum up, under the environment of education and teaching in the new era, there is a long way to go in the innovative teaching practice of piano impromptu accompaniment courses in colleges and universities. The administrators of colleges and universities who have made this course must think carefully, explore carefully, summarize comprehensively, and actively seek more scientific, reasonable, and perfect teaching innovation paths and methods, to make the overall level and quality of piano impromptu accompaniment education in colleges and universities "to a higher level". For the motherland and society to cultivate more outstanding, comprehensive piano improvisation talents

Discussion

Piano impromptu accompaniment is a basic teaching ability that preschool teachers must possess, which plays a great role in promoting the cultivation of children's musical thinking ability. Piano impromptu accompaniment is that under the premise of no piano accompaniment score, the player can quickly and concisely play the accompaniment for the song, render and heighten the song, and shape and express the musical image together with the singer. The similarity idea as the outstanding characteristics of improvised piano accompaniment are improvisation and accompaniment (Jin, 2009 : 34-37). This requires preschool teachers to have profound piano playing skills and higher music consciousness. Piano impromptu accompaniment plays an important role in early childhood education.

With the change of education concept from traditional education to quality education in China, from the perspective of impromptu accompaniment, its role and position in the teaching process have become increasingly important. However, because of the actual situation in China, most normal colleges and universities generally pay insufficient attention to the subject of impromptu accompaniment (Sun, 2009 : 120-121). Under this premise, most students who graduate from normal colleges cannot master this skill easily. Therefore, in the future development process, the first is to understand the importance of piano impromptu accompaniment in teaching clearly. In the process of piano teaching in early childhood education, the characteristics and signs of teachers should be particularly highlighted. It is significant for students who will step into the education industry to learn impromptu piano accompaniment. Piano impromptu accompaniment is also a skill and knowledge they must master after becoming a music teacher (Su, 2021 : 65-66.).

Piano impromptu accompaniment is an artistic expression that integrates piano playing skills and impromptu accompaniment theory. From the perspective of the impromptu piano accompaniment, it also needs to have its unique content, rules, and characteristics in the accompaniment process (Zhang, 2014 : 101-102). Only in this way can better stimulate students' interest in learning to achieve the purpose of improving students' musical ability.

Conclusion

Due to the continuous development of education, it is necessary to fully realize the importance of piano accompaniment courses to children's professional teaching and conduct research on piano accompaniment teaching according to its professional characteristics. Good *piano accompaniment plays a positive role in promoting music teaching. It requires preschool*

teachers to continuously consolidate their basic skills, deepen their understanding of music theory, improve their comprehensive ability and ensure the smooth development of teaching work. Children are the future of the motherland and the domestic. From exam-oriented education to quality-oriented education, its significance and value are to be able to better promote the development of students in the future.

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