

Problems and Countermeasures of Piano Teaching in Preschool Education Majors of Undergraduate Universities

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Abstract: With the emphasis on early childhood education and the development of early childhood education, the good professional quality of pre-university teachers has become a key factor in improving the level of early childhood education. The piano is one of the important tools for cultivating children's music aesthetics and musical sensation. Therefore, the mastery of piano skills is of great significance for students of pre-university education. This article uses Beihua University in Jilin City as a survey site to conduct a questionnaire survey of preschool education students, interviews with teachers, department heads and some students, mainly from teaching content, teaching methods, teaching forms, teaching evaluation, teaching practice. Five major aspects understand the main problems of piano teaching in preschool education majors. Based on the current advanced teaching concepts and the author's actual teaching experience, this paper proposes countermeasures for reform and development of piano teaching in preschool education majors. This is the most important part of this article. Through researching related theories, learning materials and teaching practice summary in this study, this article focuses on the piano teaching philosophy, teaching goals, teaching forms, teaching methods, teaching objects, etc. It has targeted and operable reform and development countermeasures.

1. Introduction

With the development of the market economy in our country and the continuous improvement of the overall living standards of the people, the piano has become an important tool for ordinary families to cultivate children's interest. The piano can not only allow children to better appreciate the charm of music, but also for children's aesthetic Formation and improvement provided the necessary help and support. The essence of piano education is music quality education. From the philosophical level, music quality education enables people to achieve "complete humanization", that is, the humanization of human nature. From the level of the mind, it is to construct human emotion and rationality (Including morality) the cultural and psychological structure of coordinated development; at the level of brain science, it is mainly to develop the right brain with great potential; at the level of thinking, it is to develop intuitive thinking and then enhance the creative thinking ability that is compatible with abstract thinking. Piano education brings students into a true, kind, and beautiful art world through teaching methods such as learning, playing, and admiring piano works. It allows students to be influenced by aesthetic education, stimulates their emotions, cultivates noble sentiments and aesthetic tastes, improves personality, and improves students. The overall quality of the student.

Piano is a compulsory course for college foundation. It plays an important role in the learning and employment stages of students. It can be said that the ability to play piano, children's songs and improvisations is a vocational skill and must be mastered by undergraduate students [1]. The quality of piano teaching in the future will directly affect students' ability to teach music in kindergartens. Implementing piano teaching to undergraduate students majoring in pre-university education can not only improve students' vocational skills, but also play a positive role in cultivating students' aesthetic abilities, enriching emotions, improving their personality, and improving their overall quality. The healthy development of students' physical and mental harmony is extremely beneficial. Therefore, the significance of piano teaching is self-evident, and its status cannot be ignored. At

present, the piano teaching of undergraduate education majors in China has gradually attracted people's attention, but teaching research in this area is not enough [2]. In the teaching process of this article, some problems in piano teaching of this specialty were discovered, and these problems were systematically investigated and analyzed, and some improved methods were proposed to promote our teaching. Therefore, this article chooses this research content.

Based on the survey statistics of the piano education and teaching status of preschool education majors at Beihua University in Jilin City, we try to summarize the main problems that need to be solved in piano teaching of preschool education majors in vocational colleges, including student-level problems, teaching Problems of methods, problems of teaching content, problems of teaching environment, problems of teaching evaluation and feedback, teachers' problems, etc. [3]. Aiming at key points, difficult points, and common problems, solutions and countermeasures are proposed.

2. Proposed Method

2.1 Problems and Analysis of Piano Teaching in Pre-education Majors

2.1.1 Problems existing in preschool education students

1) Weak piano foundation

Most students of the preschool education major did not learn the piano before entering school, or even watched the piano [4]. Even if some students have basic piano skills, they will only practice for a while before the exam. Tracks are limited to one or two songs that need to be tested. It's very limited and there are also big flaws in music processing, such as touch keys, performance, rhythm and fingering.

2) The internal motivation of learning piano is not strong. Students have internal motivation for piano learning, and most students just have one more skill to find a job in the future. The motivation for learning is not from the love of piano, and some students have no goals. Schools will arrange courses such as piano lessons, but they do not have their own ideas and motivation for learning methods and learning effects [5]. This will greatly reduce the effectiveness of piano learning.

2.1.2 Problems in teaching content

1) less piano accompaniment

Song accompaniment ability is an essential skill for preschool education students, and it should have an important position in the piano course [6]. However, from the survey results, the situation is not very satisfactory. The piano accompaniment course or piano accompaniment content is not very rich in the entire piano teaching. Some students don't even know how to accompany simple songs.

2) Insufficient attention to self-playing and singing

Self-playing and singing are very practical for children's teachers to educate children on music. It is an important means for teaching children's songs, cultivating children's rhythm and pitch sense. It is a combination of vocal and instrumental music, which can fully reflect the teachers' musical skills Basic skills [7]. Therefore, attention should be paid to the cultivation of self-singing and singing skills of preschool education majors. However, it was found in the survey that Beihua University did not pay enough attention to self-singing and singing, and self-singing accounted for a small proportion of the total piano lessons [8].

2.1.3 Poor use of teaching methods

The correct choice of teaching methods does not mean correct application. When one or more teaching methods are selected, it is necessary to think about how to use them. Only by using these teaching methods properly can the classroom be enriched and students can adapt to the teacher's teaching. method.

2.1.4 Insufficient teaching equipment

Teaching equipment is a necessary material condition for teaching, and certain teaching tasks can

only be accomplished by specific teaching equipment. The teaching equipment required for piano lessons includes the piano or digital piano used in the classroom, blackboards, audio equipment, and piano for students to practice after class. These basic teaching facilities are necessary for piano lessons [9]. From the survey results, the results are not optimistic. Few students consider school classroom equipment.

2.1.5 Problems in teaching feedback

Teaching evaluation is also an important step in teaching, and it is the objective reflection of students' knowledge and skills and the teaching effect of teachers [10]. There are many types of teaching evaluation, and they should be used in combination to give full play to the effectiveness of teaching evaluation. In the survey of the teaching evaluation of piano teaching for preschool education majors, it was found that the teaching evaluation method of this course is relatively single, and only the final exam is arranged every semester. Adjust and improve teaching in a timely manner.

2.1.6 Problems with teachers

In addition to education and scientific research, post-service continuing education also plays an important role in promoting the professional development of teachers. Unfortunately, only one teacher has had one post-service training experience in piano, and the training method was chosen as a training course. From the perspective of teachers' knowledge renewal and the development of the school's faculties, continuing education for teachers needs attention.

2.2 Strategies and Suggestions for Piano Teaching in Pre-education Majors

2.2.1 Improve students' motivation to learn piano

Some courses are interesting. Teachers do not need to take any methods such as rewards and praise. Students can also study with interest, such as music lessons and physical education in middle schools. This is where internal motivation comes into play. Therefore, trying to make the course as attractive as possible and improve students' learning interest will make the whole teaching process easy and enjoyable [11]. So, what strategies can be used to improve students' internal motivation for piano learning? "Teachers should do their best to use teaching content to stimulate students' intrinsic motivation." Use interesting teaching content to draw students' attention.

2.2.2 Focus on guiding students to use scientific learning methods

Piano playing is not as fast as some students understand. Most pianists and piano teachers advocate slower practice. The benefits of slow practice are many. When we practice slowly, our arms are relatively relaxed. When we practice slowly, The quality of each note and the integrity of the music will be greatly improved. Slow training is beneficial to the consolidation of piano technology. While paying attention to teaching methods, teachers should also strengthen their guidance on students' learning methods, and each student should also choose the exercises and learning methods that suit his own characteristics and preferences under the guidance of the teacher.

2.2.3 Establish a harmonious classroom atmosphere

Preschool education students have much less practical opportunities than music students, but they can create opportunities. Class piano concerts can be held every week, grade piano concerts can be held regularly, and each class can also be arranged to give students a chance to play alone. The other is to actively encourage students to participate in piano competitions and piano examinations organized by communities or provinces. Regular participation in practical activities can not only improve students' enthusiasm for piano learning, but also strengthen their psychological quality.

3.Experiments

3.1 Experimental Background

In order to comprehensively and objectively understand the reality of piano learning for preschool education students at Beihua University in Jilin City, I designed the Questionnaire for Piano Study of Preschool Education Students at Beihua University in Jilin City. Levels 17 and 18 students were investigated. A total of 187 questionnaires were distributed and surveys were conducted on 4 preschool education classes. 185 valid questionnaires were recovered. The efficiency of the questionnaire is 98%, which can be used as the basis of the research conclusion. The content of the questionnaire mainly relates to the age and gender of college students, place of birth, learning foundation, learning interest, learning purpose, learning attitude and students' classroom learning effects, attitudes and views on teacher teaching methods, etc. On this basis, this article uses relevant techniques to organize and process the collected and sorted survey questionnaires. By analyzing the relevant data, we learn that the relevant situation of the school's students is as follows:

3.1.1 Student's gender

Table 1. Gender distribution of preschool students

Student sex	Schoolgirl	Boys
People	188	12
The proportion	94%	6%

As shown in Table 1, in the four preschool classes surveyed, the number of male and female students was only 7 and the number of female students was 188; the number of female students accounted for 94% of the total, and the number of male students only accounted for 4% of the total. It can be seen from the data that the majority of the students of our school's preschool education major are girls.

3.1.2 Place of origin of students

When asked in the questionnaire, "Whether your hometown is urban, rural, or township?" According to statistics, 24.2% of the students surveyed were from urban areas (86 in total), and 34% were from township and rural areas. And 41.6% (121 and 147 respectively), and students from rural and townships accounted for 75.6% of the total. From the data, it can be seen that most of the students of our school come from rural and townships, and the proportion of urban students is relatively small. The results are shown in Table 2.

Table 2. Sources of students in preschool education

Source of birth	City	Township	Countryside
People	86	121	147
The proportion	24.2%	34%	41.6%

3.2 Subjects

This research focused on the students, piano teachers, and department leaders of pre-education majors at Beihua University in Jilin City. The research mainly focused on the contents of piano teaching, teaching methods, teaching forms, teaching evaluation, and teaching practice Understand, find out the factors that influence piano teaching, find common problems, and provide empirical evidence for the search for new ideas for improving the piano teaching of preschool education majors at Beihua University in Jilin City. In order to make the survey more specific, this study not only issued a large number of questionnaires, but also conducted detailed interviews on more typical and prominent issues.

3.3 Experimental Collection

The survey is mainly conducted in the form of questionnaires and interviews. In the process of

the survey, questionnaires are mainly used for students, and interviews are mainly used for teachers and department heads. It mainly involves the content of piano teaching, teaching methods, teaching forms, teaching evaluation, teaching practice, etc. to understand the views and opinions of students, teachers, and department leaders on these issues. A total of 300 student questionnaires were distributed in this survey, and 286 valid questionnaires were returned. The questionnaires were all anonymous. In addition, this survey also selected students and teachers of different characteristics and different types, and conducted interviews with the dean of the preschool education department. They collected a lot of first-hand information about piano teaching, Piano teaching plays an important role.

4. Discussion

In recent years, with the continuous expansion of society's demand for preschool education teachers, the number of students enrolled in undergraduate pre-science majors has been increasing every year. A series of questions. This research finds the source of the problem from the following aspects.

4.1 Analysis of Students' Learning Interest Survey Results

As Confucius said, "The one who knows is worse than the one who knows better, and the one who knows better than the one who knows well." Einstein said that "interest is the best teacher." Interest can lead a person to achieve a better learning effect on a certain subject. When you feel love and interest in it, you can naturally learn better than others. From the questionnaire, survey the students' interest in piano. "Do you like the piano course?" This article divides the degree into five levels. 34% of the students said they like it very much, 46% of the students said that they like it, % Of the students said that they did not like this course, 6% of the students said that they hated piano learning, and the remaining 2% said that it didn't matter. A survey of student interest in learning is shown in Table 3 below.

Table 3. Survey of student interest in learning

Do you like the piano course?	Like very much	Generally like	Dislike	Hate	Doesn't matter
The proportion	34%	46%	12%	6%	2%

As shown in Table 1, the majority of students are still interested in piano lessons, but why we still can't see the effect of interest in the classroom is worth pondering, as we continue to explore the reason.

4.2 Analysis of the Proportion of Etudes in Students' Teaching

There are many subjective and objective factors related to whether the piano classroom efficiency of pre-science majors is high and whether students are learning well. Piano is a course that requires students to spend a lot of time after class to practice. From the subjective point of view of students, they always say, for example, whether students have clear learning goals, whether they are enthusiastic about learning, whether they have practiced after class, and whether they use the correct method. Practice, and whether you have the confidence to learn this course, etc., these factors will directly affect the effectiveness and efficiency of a student learning piano. The survey results of the proportion of the etudes in the teaching are shown in Figure 1 below.

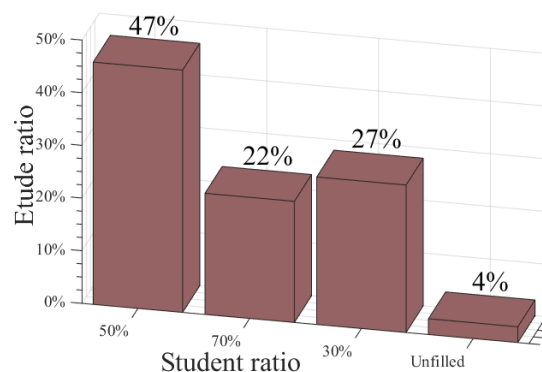


Figure 1. Etudes in teaching

According to the statistical results of the questionnaire, 47% of the students responded to 47% of the exercises in normal study, 22% of the students answered 70%, and only 27% of the students answered 30%. During further interviews with the students, it was found that many students were unwilling to train a lot of boring etudes and were willing to learn some expressive and good music. But the teacher left a lot of Etude homework, and he did not dare to disobey the teacher's opinion. In the interviews with teachers, it was found that most teachers value basic training, believe that there is no good technology, and that they cannot play good music. The proportion of the etudes is too high when assigning homework to students, which causes the students' interest in learning to be affected to some extent. At the same time, the author interviewed teachers on the selection of teaching materials. Most teachers chose "Hannon Fingering Practice", "Baier Basic Piano Course", "Czerny 599", "Czerny 849", "Sonata" Set, "Bach Elementary Piano Collection" and other tutorials. These teaching materials have been used in our country for many years and are still in use today. This shows that the scope of teachers' material selection has certain limitations, which makes the teaching content obsolete.

5. Conclusions

Through interviews and questionnaire survey results, we can understand that the piano teaching of preschool education is currently facing many problems, such as students, teaching methods, teaching content, teaching environment, teaching evaluation and feedback, teachers, etc. These problems severely restrict the improvement and development of students' vocational skills need to be solved urgently. Starting from such problems, the author combined with his own teaching experience and teaching theory, and put forward several suggestions and strategies. This article believes that the diversity of piano teaching content should be strengthened, and the teaching and cultivation of four-handed joints, improvisational accompaniment, children's songs and singing should be strengthened. This article suggests that the teaching content should be integrated with the background of the work, and the diversity of teaching methods should be continuously improved. Flexibility; a combination of teaching in small classes, group lectures, and individual lectures should be implemented; the teaching evaluation system should be improved; children's songs and impromptu accompaniment content should be added to the student's teaching assessment; multiple evaluation methods should be used; etc. The practice of teaching practice and regular piano observation meetings will create more social practice opportunities for students ... This article hopes that with the support of relevant measures, it can promote the continuous improvement and improvement of the piano teaching level of preschool education majors.

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