



Exploration and Practice Of Piano Teaching Reform in Local Colleges and Universities

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Abstract: Piano is the most used and most important teaching aid in preschool education practice, and piano assisted teaching is also the most popular form of preschool education. So, training pre-school teachers with professional piano playing skills and comprehensive music knowledge is the most important problem facing pre-school piano teaching. How to carry out piano teaching practice in combination with college teaching and comprehensively improve the piano playing skills of preschool education students has become a very realistic problem faced by preschool education majors in colleges and universities. As a piano teacher in a university, on the basis of combining piano teaching practice, the author uses literature method and investigation method to investigate the current situation of piano teaching in preschool education major of Linyi University from the perspective of social needs and professional development, makes an objective analysis of the teaching situation, finds problems and puts forward countermeasures. Through exploration and practice, the author thinks that we should attach importance to students' piano foundation and improve students' motivation to learn piano. Teachers should strengthen the rational use of teaching methods and pay attention to the guidance of students' learning methods; In the reform of teaching organization form, group class should be the main, supplemented by individual teaching; Strengthen teaching feedback; Attach importance to the improvement and development of teachers' profession, and find a new way suitable for the piano teaching of preschool education in local colleges and universities, so as to send a group of qualified preschool teachers to the society.

Key words: local colleges and universities, preschool education, piano teaching, exploration and practice

Introduction

1. Research Background

1.1 Level of social needs

The continuous development of China's economy has brought about education and culture. Children's education has become a top priority for every parent. The development of early childhood education has fulfilled the saying that "education starts from the child". Excellent preschool teachers are in short supply in large, medium and small cities. Under the circumstances that it is difficult to find jobs for undergraduate normal college students in various disciplines, undergraduate pre-school education students have good employment prospects, and students with slightly better majors are competing with early childhood education institutions, and even pre-school education college students have better employment prospects than undergraduates in other majors. It can be said that students majoring in preschool education, as long as they learn their profession well, do not worry about having a job. Therefore, how to do well in the discipline of preschool education Construction to meet the needs of society is a hot research topic.

1.2 Professional development level

Piano skill is a necessary musical skill for pre-school education students, and piano lesson is a professional skill lesson in professional compulsory courses. To become a qualified and well-developed preschool teacher, piano is a skill that must be mastered. The importance of piano in preschool education is self-evident. Piano teaching is a subject that schools, teachers, students and preschool educators face together.

1.3 Preschool curriculum composition level

In the "Kindergarten Education Outline" formulated by the Ministry of Education, it is clearly stipulated that the number of classes per week for each subject should be arranged, and the kindergarten should not focus on language lessons and calculation lessons, but on music lessons and art lessons. The important position of music class in kindergarten requires preschool teachers to have good musical skills, and the piano is very practical in music teaching, teaching children singing to use the piano, music class to do body movements or play the piano can also come in handy, piano in the cultivation of children's musical aesthetic and musical sense and the development of children's imagination and creativity in the role can not be ignored.

2. Research significance

From the perspective of teaching practice, this paper will conduct a systematic investigation and research on the piano

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teaching status of preschool education major in normal colleges of Feixian Campus of Linyi University. The research results can enrich the piano teaching theory of preschool education major, and provide reference data and suggestions for administrators and teachers of relevant colleges and universities. The research on piano teaching for preschool education majors can arouse the attention and discussion of teachers and experts engaged in the teaching front of preschool education majors, and play a role in introducing a piece of stone. At the same time, it can provide suggestions on piano learning for teachers and students of preschool education majors from the perspective of teaching theory, and lay the groundwork for cultivating teachers with certain piano skills and musical aesthetic concepts in preschool education. The most important thing is to explore a path suitable for their own professional development for the piano teaching of preschool education major of Linyi University, laying a foundation for the local training of excellent preschool teachers.

3. Research Methods local colleges and universities, preschool education, piano teaching, exploration and practice

3.1 Literature research method

In the research of this topic, the literature research method is used first. In the process of research, I read and referred to a large number of reference books, monographs, journal literature, master and doctoral papers and other materials in teaching theory, preschool education and piano teaching to ensure the objectivity and persuasion of the theory.

3.2 Investigation and research method

In the research process of this paper, another important research method is the survey research method. The questionnaire survey method and interview survey method are used respectively, mainly taking the teachers and students of preschool education major in Feixian Campus of Linyi University as an example.

4. Characteristics and deficiencies of research results

4.1 The scope of the study is wide. The scope of the research includes the research on the current situation of piano teaching and teaching reform, the teaching of piano accompaniment class, the thinking on the form of teaching organization, the application of teaching materials, the investigation of teachers and the study interest of students, and so on.

4.2 More theoretical research, less empirical research. Most of the existing results tend to be qualitative research from the perspective of piano teaching theory, but there are few empirical studies.

4.3 The number of research results is small and lack of systematicness. Although there are researches on all aspects of piano teaching in preschool education, the number of papers in each aspect is small, scattered and not systematic.

Literature review

1. Foreign research status

At present, all countries in the world attach great importance to the development of preschool education, and pay great attention to the training of preschool teachers. Due to the fact that the piano teaching materials of foreign preschool education majors can be retrieved in China are relatively small, and some summaries can only be made from scattered information. In the United States, the Department of Education has always regarded preschool education as an important part of education reform, and actively promoted the partnership between colleges and kindergartens. For example, in terms of piano skills, students are encouraged to conduct teaching practice by "pairing" with kindergarten students, and perform and demonstrate for children, so that the skills mastered by preschool education students in school can be transformed into teaching abilities. Preschool education in New Zealand focuses on the development of children and attaches importance to the comprehensive utilization of various educational resources to achieve the purpose of harmonious physical and mental development of children. For example, in music lessons for young children, the teacher's job is not to teach children how to sing and play, but to highlight the method of music singing and playing. Kindergarten teachers will give the piano and music examples used in teaching to students to play, so that they can have music experience, narrow the distance between teachers and students, and make children more passionate about music. Although preschool education in Germany attaches great importance to the music training of preschool teachers, there is an obvious grade, and it does not take into account the personal development needs of preschool teachers.

2. Domestic research status

With the promising employment prospects of domestic preschool education majors, the number of majors has increased, the enrollment has expanded sharply, the level of professional education has gradually increased, and the theoretical research on preschool education has also been enriched and developed. Domestic research results on piano teaching in preschool education mainly focus on the status quo of piano teaching and teaching reform, piano accompaniment, teaching organization form, teaching materials, teachers, learning interests and so on, among which the status quo of teaching and teaching reform account for the majority.

2.1. Research on the status quo of piano teaching and teaching reform

Gao Human mentioned in Preliminary Discussion on the Reform of Piano Teaching for Preschool Education Majors that piano teaching in preschool education mainly serves students' future early childhood teaching, and piano teachers should explore a teaching path that conforms to the characteristics of preschool education majors, so as to make piano teaching more practical for preschool students [1]. In An Analysis on the Development of Piano Teaching for Preschool Education in Higher Vocational Colleges, Huo Shuxia argued that the social demand for innovative talents has become an important part of education reform [2]. In her Research on the Construction of Piano Teaching Curriculum for Preschool Education Major in normal Universities, Ai Lai believes that there is a conflict between the demand for preschool education teacher

talents and the existing piano teaching mode for preschool education major. The existing piano education is difficult to obtain the teacher talents needed by society, which is mainly reflected in the lack of a unified teaching system for preschool education major in China. The contradiction between the students' poor piano foundation and the existing piano lessons; The difference between piano teaching and general piano teaching in preschool education leads to its particularity, but it is not reflected in teaching. Such a situation needs to be improved through five aspects: clear course positioning and objectives, selection of teaching materials and teaching content that meet professional requirements, use of rich and diverse teaching forms, reform of assessment methods, and focus on academic research on piano teaching in preschool education [3]. Wang Jun, "Research on Problems and Countermeasures of Piano Teaching for Preschool Education Majors in Higher Vocational Colleges" believes that piano teaching for preschool education majors should be strengthened from five aspects: enriching teaching content, using various teaching methods, implementing various forms of teaching organization, improving teaching evaluation and strengthening teaching practice [4]. Zhao Dianyuan thinks that the teaching and learning of piano in preschool education should not be improved locally, but should be comprehensively reformed, and puts forward three suggestions: First, reform teaching materials from the source; The second is to reform the teaching method of teachers; The third is to reform students' learning methods [5]. Gao Yuzhe, Jiang Lixin and Chen Juanxiu believed that the piano skills course of preschool education major should adopt ladder teaching, which can be specifically divided into ladder teaching form, ladder students, ladder teaching content and ladder assessment standards [6].

2.2. Research on the teaching organization form of piano teaching for preschool education majors

GUI Haibin believes that the teaching mode of piano group lesson for preschool education majors is not only necessary, but also inevitable, and the teaching mode of piano group lesson for preschool education majors is also highly operable, and puts forward the idea and process of piano group lesson type [7]. Zhao Yan believes that piano group class is an effective form of teaching organization, and believes that piano group class should be divided into several procedures, such as starting class, returning class, assigning new homework and summary [8]. Jing Dongyun and You Xianbin believe that the advantages of collective teaching in piano lessons for preschool education majors are obvious, and put forward implementation strategies for collective piano lessons for preschool education majors, including emancipating minds and renewing ideas, improving teachers' quality, emphasizing students' commonality and individuality, and strengthening the combination of students' playing ability and comprehensive knowledge [9].

2.3. Investigation and research on piano teachers in preschool education

Lang Yueling investigated 80 music teachers majoring in pre-school education in two colleges in Weifang, and investigated and analyzed the three aspects of teachers' professional ethics, professional quality and professional development respectively. Based on the investigation results, she proposed three countermeasures to strengthen the moral quality, professional quality and professional development of music teachers majoring in pre-school education [10].

2.4. Research on piano learning interest of preschool education students

Zheng Yuxiang believes that the low interest of most pre-school students in learning the piano is mainly caused by the poor foundation of students, the short time of practicing the piano, and the outdated teaching methods. So how to cultivate students' interest in learning, she proposed to solve this problem from three aspects: strengthening aesthetics, good touch methods and scientific practice methods [11]. Jin Xiaodan believes that emotional teaching should be adopted in piano teaching to stimulate the learning interest of preschool education students. Specifically, it can be divided into the methods of strengthening the emotional communication between teachers and students, emotional teaching, edutainment and other methods [12].

The training goal of preschool education major in local colleges and universities is to cultivate qualified preschool and preschool teachers who love preschool education and teaching work, have certain theoretical foundation, teaching skills and practical ability and modern education concept, and are different from the specialized art professionals trained by art departments. In the piano teaching of preschool education in local colleges and universities, how to correctly guide students to learn piano, fully mobilize students' learning enthusiasm, and achieve better teaching results under limited teaching conditions are the core problems that piano teachers should pay attention to and solve. Therefore, how to reform piano teaching content, teaching methods and teaching classes, improve piano teaching quality and train qualified early childhood educators are the work goals of piano teachers in local colleges and universities in accordance with the teaching objectives of piano lessons for preschool education majors. Here the author takes the Feixian campus of Linyi University as an example to talk about the piano teaching reform of preschool education in local colleges and universities.

I. Present situation of piano teaching in preschool education major of Fei County Campus of Linyi University

Fei County Campus of Linyi University is located in Fei County, Linyi City, south of Shandong Province. It is one of the secondary schools of Linyi University. The campus covers an area of more than 260 mu, with a building area of 120,000 square meters and a green area of more than 20,000 square meters. It has fully equipped modern multi-functional teaching facilities, and is a garden-style school integrating modern, humanistic and ecological education. It is the council unit of Shandong Preschool Education Association. The campus has the major of "National Education Reform Pilot Area Reform Pilot Project" approved by the Shandong Provincial Department of Education. It has four departments, namely, Department of Preschool Education, Department of Primary Education, Department of Humanities and Art Education and Department of Mathematics, Physics and Information Science. In recent years, the campus has actively promoted the internationalization of education and established long-term cooperation with universities in the United States, Britain,

Russia, Belarus, South Korea, the Philippines, Malaysia and other countries Every year, more than 20 teachers and students go to foreign universities to visit and study. In recent years, under the strong leadership of the school Party committee and administration, the campus leadership team has united and led the majority of cadres and staff to deepen the reform of education and teaching, actively implemented the construction project of teaching and management integration, accelerated the construction of connotation quality, concentrated the characteristics of running a school, created a special professional brand, united and hard work, forge ahead, the quality of personnel training and the efficiency of running a school have been continuously improved, and achieved rapid health Kang Development. Remarkable progress has been made in various undertakings. After years of efforts, the school has explored a way to adapt to its own development in personnel training, and has sent a large number of qualified applied talents to the society. However, due to various reasons, in the teaching work, the piano teaching syllabus of preschool education major has not been well improved, and there are still many deficiencies in students' piano learning.

1.1. Current situation of students

Fei County campus preschool education students from Linyi and surrounding cities, districts and other places, most of them in the high school stage did not receive special music education, many students have never touched the piano after coming to the university basically from scratch. Through a survey of 183 students of grade 2022 in preschool education in Fei County Campus, the author found that 173 of the pre-secondary education students like music, accounting for 94.5%; 10 of them think that music is normal, accounting for 5.5%; 160 of the pre-secondary education students like piano lessons, accounting for 87.4%, accounting for 19 of them. Accounting for 10.4%; There are 4 people who don't like piano, accounting for 2.2%. Therefore, most students like music, and they have a general good impression on piano. The number of people who like piano lessons is far more than the number who don't like piano lessons, which provides a good atmosphere for teachers to carry out piano teaching activities.

1.2. Current situation of teachers

The pre-school education specialty of Fei County campus is located in the second-level unit of Linyi University. At present, there are 17 music teachers and 5 piano teachers. There are 560 students in 12 classes for preschool education in 2022, and 2-3 piano teachers are needed for each grade. In addition to the teaching tasks of preschool education, piano teachers also have to undertake the teaching tasks of music education. Every teacher is basically in the teaching line of excess hours. Therefore, it is very stressful for the preschool education department to arrange piano teachers to teach every year.

1.3. Teaching status

In the piano teaching of preschool education in Feixian School District, teachers encounter many unimaginable difficulties in choosing teaching content due to the uneven quality of students. Usually, some teachers always neglect the basic training of students in both music education and preschool education classes. They like to assign difficult songs for students to practice. When playing, students can't meet the corresponding requirements in terms of finger strength, touch tone, understanding ability and performance ability. Some students can't complete the homework assigned by teachers within a week, which seriously affects the teaching progress of teachers, thus affecting the teaching effect and talent training quality. In addition, due to the lack of teaching equipment and teaching venues, students in addition to concentrated in the university after class and after class are concentrated in the large classroom to practice together with poor practice effect and quality.

2. Fei County campus pre-school education major piano teaching reform ideas

The goal of preschool education in Fei County Campus is to train qualified early childhood educators. The piano lesson set in the talent training program is a compulsory course, and the opening time is generally two years. The author believes that the piano lesson teaching of preschool education major in Fei County campus should avoid specialization like music major, and should focus on basic training and improve application ability. In order to achieve this goal, it is necessary to reform the piano teaching of preschool education specialty in Fei County Campus. So, from what aspects should we start the reform of piano teaching?

2.1. Reform of teaching content

The piano teaching of preschool education in Fei County campus should consider the scientific, systematic, purposeful and practical contents of the whole teaching. Therefore, in the choice of teaching content, we can not copy the piano teaching materials of art colleges, but to choose teaching content targeted, first of all, teachers should pay attention to the fun of teaching content, the purpose of piano teaching in preschool education is to enable students to master the basic piano playing methods and basic playing skills through the learning of basic piano lessons. To lay a good foundation for students to go to work, in the teaching process, you can choose more interesting music, such music has a vivid image, vivid content is easy for students to understand and accept. In order to broaden the musical vision of preschool students, teachers can also choose more representative works of composers in different periods and suitable for students' characteristics as teaching content. Students can understand different styles and characteristics of music in different periods through learning, enrich students' musical accomplishment and improve students' learning effect. Secondly, teachers should pay attention to the practicability of teaching content when choosing teaching materials. The basic piano learning of preschool education majors in Fei County campus should be combined with accompaniment practice to reflect the practicability of piano learning. The impromptu accompaniment of children's songs should start from the basic learning, focus on simplicity, and strive to express the basic content of children's songs succinctly. Therefore, in the two-

year piano teaching, teachers should arrange an appropriate impromptu accompaniment class in the last semester to impart impromptu accompaniment knowledge to pre-school education students. They can combine the "Pre-school Kindergarten Teacher Song Accompaniment Performance Collection", "Piano Impromptu Accompaniment Course for Kindergarten Teachers" and other textbooks to select appropriate pieces for students to practice and guide students to analyze accompaniment tone type, accompaniment texture and harmony. The accompaniment knowledge should always run through it. At the same time, in the process of practice, it is necessary to adhere to the commonly used column chord, semi-decomposed chord, decomposed chord and other accompaniment patterns, especially the connection of regular triad of I, IV and V levels should be regularly practiced. Only in this way can students improve their accompaniment ability.

2.2. Reform of teaching methods

The teaching methods of piano teaching in preschool education in local colleges and universities mainly include group lessons, group lessons and individual lessons. Due to the shortage of piano teachers in colleges and universities on Feixian Campus, collective teaching methods have been adopted for several years, and two piano lessons are held every week, which has a great impact on students' learning effect. Because each student's ability to understand, feel and operate music is different, there are always uneven phenomena when they receive knowledge. Students with strong ability to accept music can play multiple pieces of music a week, while students with poor ability to accept music can not play a simple piece of music a week, which brings great difficulties to the teaching of piano teachers. It not only affects the teacher's teaching progress, but also disturbs the teacher's teaching plan. Through several years of teaching practice, the author believes that the teaching method of piano lessons in preschool education majors in Feixian campus must be reformed, and it must not adopt collective teaching within two years of teaching time. The teaching form of group lessons and individual lessons should be appropriately adopted to improve the teaching quality. The school will set up group lessons. Starting from the second semester, teachers can form a group of 10-12 piano students with similar levels to give unified lessons. The students learn roughly the same content. In the teaching process, teachers analyze the problems of each student one by one, fully affirm the advantages of each student, and timely correct the shortcomings of each student, guide students to learn in a comparative way, learn from excellent students, and form a learning atmosphere for students to urge each other and learn from the same work. Teachers should be good at using vivid and vivid language to describe the content of each piece of music. They should give full play to students' imagination and thinking ability and guide them to be involved in each piece of music, so that students can gain more knowledge in loose group classes. Teachers mainly for the higher degree, better understanding, study hard students to conduct individual counseling to adopt such a teaching method, will greatly improve the efficiency of piano teaching in preschool education, so that students' performance ability has been fully improved.

2.3. Classroom reform

Local colleges and universities teach students to master piano related knowledge, playing skills and playing methods not only in the classroom, but also through music practice lessons to consolidate and improve. The music practice class of preschool education in Fei County school district has not been really carried out. In the usual teaching or other art practice activities, only some students with good performance have the opportunity to play some difficult works and sometimes perform on the stage, while most students hardly have the opportunity to perform in public. Therefore, in the piano teaching of preschool education, teachers should enrich students' emotional experience, cultivate students' aesthetic consciousness, improve students' aesthetic ability and promote the harmonious development of students' personality through music practice activities. Balakirev, a famous pianist, believes that excellent music teaching must allow students to appreciate and participate in artistic practice. Students can have more music practice in class. For example, it is stipulated that some students will perform a week's homework on stage in each class, and monthly piano homework report will be held for students to perform on stage one by one. This not only exercises the courage of students, but also stimulates the enthusiasm of students to learn, and improves the quality of teachers' teaching. Therefore, Feixian school district should include music practice lessons in the piano teaching plan of preschool education majors as soon as possible, and implement them as soon as possible.

Results and Discussion

Education is the foundation and foundation of a country. Of course, education is also a topic that will never be outdated, teaching at any stage, teaching of any subject, can not be separated from the exploration and research of teaching content and teaching form.

Preschool education as an important stage of education, as its reserve force, college education should increase investment and attention in preschool education. As an indispensable ability training for students majoring in preschool education, piano performance skill is also an indispensable part of teaching practice. The piano teaching reform of preschool education in local colleges and universities must start from the aspects of teaching content, teaching methods, teaching classes, etc. It is necessary to emphasize basic knowledge in piano teaching, constantly improve students' application ability, cultivate students' good ability to accompany children's songs, constantly explore learning methods and constantly sum up learning experience in practice, and find a way suitable for the characteristics of piano teaching in local colleges and universities. To provide a batch of qualified preschool teachers for the society.

The exploration of piano teaching mode will never stop, new theories emerge in an endless stream, new equipment is increasing day by day, and the research of piano teaching mode in preschool education should also keep up with The

Times, which requires the joint research and practice of many people with insight. Some of the ideas and methods mentioned in the article are just some of the experiences and ideas summarized by the author in his own teaching practice. There are some inadequacies, please correct.

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