

The Exploration and Application of Children's Music Education in Piano Teaching

Mei Shi^{1,a}

¹*Philippine Christian University, Manila, Philippine*

^a*shimei3456@163.com*

Keywords: Student music; piano teaching; teaching methods and teaching strategy

Abstract: In the growth process of students aged six to fourteen, the education received in this stage has a deep influence on the development of students and the direction of interests and preferences. With the gradual improvement of the material level in recent years, parents pay more and more attention to students' education. Music education is helpful to stimulate students' interest in music, improve students' music aesthetic level and aesthetic ability, and can help students to form a sound personality and edify students' sentiment. Therefore, the piano teachers should change the traditional teaching methods, combine the technology with the theoretical knowledge, and improve the students' piano level.

With the promotion of quality-oriented education requirements, music education for students has gradually penetrated into the sight of parents, and the trend of piano learning is on the rise. However, piano learning has certain complexity and professionalism for students who have not yet formed good learning ability. If they cannot form learning habits correctly, students will not be interested in piano learning or even hate piano learning. Therefore, teachers should constantly expand their piano skills in the teaching process, and teach students according to their aptitude according to their characteristics, and design piano programs suitable for students at different levels, so as to promote the development of students in all aspects.

1. The importance of piano teaching to students

With the development of economy and the implementation of quality education, parents pay more and more attention to students' intellectual development and physical and mental health development in their adolescence. Through a large amount of practical data, we can know that a good piano enlightenment teaching can develop students' intelligence and appreciate music. There are many forms of piano learning. In the process of learning piano, students not only need to mobilize their fingers to play, but also need to perceive and listen with heart and auditory ability. Piano is not only a simple musical instrument, students through learning the piano can improve their own personal cultivation and appreciation of music ability, improve students' attention and thinking ability, cultivate students' self-confidence and other advantages^[1]. And by playing the piano, students can fully communicate with their own mind, so that students have more abundant emotion, and promote students to experience and grasp the delicate emotion.

2. Piano teaching method in children's music education

2.1 Integrate aesthetic education into piano teaching

The main purpose of learning piano during the learning period is to improve students' personal accomplishment and aesthetic ability. Therefore, in the process of students' piano teaching, teachers should not only pursue whether students can play the piano music smoothly, but also pay attention to students' aesthetic education. Because students' music itself is an artistic and beautiful thing, only when students learn the piano form good aesthetic taste, will make students' interest in piano learning, achieve piano course teaching objectives, to strengthen students' love of music education and piano, cultivate students' endurance, perseverance and bear hardships and stand hard work.

2.2 Stimulate students' interest in the piano through musical tools

When students first contact the piano learning, due to the age of students and various factors, students have problems or insufficient understanding of how to use the piano. If teachers start to learn directly to students, teaching will not only make students lose interest in learning the piano, but also make students tired of learning the piano, which is not conducive to the realization of the purpose of learning the piano. In view of this problem, parents and teachers can stimulate students' interest in the piano through piano-related instruments before learning the piano. Such as electronic organ, harmonica, persimmon organ, etc.^[2], and students are interested in games into the instrument performance, so that students can establish emotional links with music, strengthen students' interest in piano learning.

2.3 Maintain good patience and affinity

In the process of students' piano classroom teaching, most of the piano teaching methods adopt the "one-to-one" teaching method. Therefore, the emotional fluctuations of teachers in the teaching process will have a direct impact on students' learning. Most students learn piano from 6-14 years old, due to the nature of students and naughty psychological characteristics, so students may have attention and sit on the bench during the learning process. Teachers in this case remember not to students' language responsibility or abuse phenomenon, should keep enough patience and kind attitude, guide students many times and flexible^[3].

2.4 Attach importance to adopting heuristic teaching

If we want to ensure the smooth progress of the piano classroom teaching, the teachers' clever guidance and appropriate inspiration are the indispensable key factors, and the teachers' creation of the teaching atmosphere is also very important to the improvement of the classroom teaching effect. In the teaching process, teachers should not confuse affinity with patience and no principles, and should not interpret their severe attitude as beating and scolding. Teachers can use care to inspire students in the teaching process, and according to the age characteristics of the teaching students, from the perspective of students, use the childlike tone to communicate and interact with students, so that students can actively devote themselves to piano teaching, from passive learning to active learning, improve the level of piano playing.

3. Application strategy based on children's music and piano teaching

3.1 Break through the traditional teacher-student relationship and attach importance to the construction of students' knowledge framework

In the process of traditional piano classroom teaching, teachers are often limited by the influence of traditional teaching concepts^[4]. Teachers mostly take themselves as the dominant position in the classroom, and focus on the "indoctrination" teaching method for classroom teaching, passing all knowledge to students, students as the "listener" in the audience, and mechanically accept the knowledge taught by teachers. In the process of piano teaching, teachers only pay attention to "teaching", but ignore the effect and effect of students' "learning". Teachers should pay attention to students' main position in the course of classroom subject learning and break the shackles of traditional educational concepts. Students, as leaders of classroom teaching, should have a deep understanding of students' role in classroom learning rather than their own understanding of piano works, so as to change students' traditional passive learning mode and make students and teachers in the same position to enable students to become leaders in piano classroom teaching. In addition, the teacher in the teaching process should respect students' individual differences and learning needs, guide students to use their own learning ability to master the piano music knowledge, using a variety of teaching resources to deepen the students piano music knowledge, guide students to analyze based on the learned knowledge, observe the new knowledge, make the students aware of the understanding of knowledge and way more than one. In the process of piano teaching, teachers should provide students with comprehensive piano music background knowledge and playing skills, which is conducive to students to choose their own learning skills and improve their thinking ability and musical literacy.



Figure 1: Second variation

For example, when the teacher is teaching the "Little Star Variations", the teacher introduces the writing background of the song at the beginning of the classroom teaching. For example, "Little Star Variations" is a work in C major, which was created by Mozart in 1778, and the music theme comes from an ancient European folk song. Later, the teacher introduces the composition of the repertoire and the key accompaniment, such as the first variant and the chromatic introduction. The second variant enters the left hand heavy arpeggios. The fifth variation returns to the quiet, mixed with no harmony timbre, foil a small and exquisite atmosphere. The eighth variation was changed to

C minor, and revealed a solemn minor key atmosphere. The ninth variation turns to C major and is played on brisk notes. The twelfth variation changes to three beats, and the song begins with a fast paragraph on the left hand and ends the track with a long span. After students understand, teachers can use multimedia to play videos and presentations. After the students have mastered the basic steps, the teacher teaches the students to pay attention to the key points, such as making sure that the voice is good. The notes are even and harmonious, and the strength is clear, and then let the students practice, the teacher and the guide deepen the students' repertoire memory [5], as shown in Figures 1 and 2.



Figure 2: Fifth variation

3.2 Stimulate students' interest in learning and cultivate their independent learning ability

Teachers should take various means to stimulate students' interest in learning, encourage students to take the initiative and deeply understand piano knowledge, and help students to form independent learning ability. Teachers in the actual teaching process, can be according to the teaching repertoire to choose appropriate teaching means to stimulate students' interest in learning the piano, make students clear teaching objectives in the classroom teaching, and carries on the teaching objectives based on thinking and autonomous learning, give full play to the students' positive initiative, make students active in the piano classroom learning, and feel the unique charm of the piano. Interest is the best teacher for students. Only by making students have enough interest in piano, students will study piano skills, rhythm control speed and style skills in class time and after-class time. Teachers want to arouse the enthusiasm of students learning piano, teachers can use student curiosity in the teaching process, for students to design challenging and full of interesting classroom teaching form, and through appropriate guidance to make students focus classroom, according to the student learning status timely adjust the teaching plan, guarantee the quality of piano classroom teaching^[6].

For example, when the teacher is teaching the "dream song" piano music, the teacher first introduces the thoughts and feelings of this song to the students, such as containing people's pursuit and hope for life, love and fantasy, expressing people's love for the beautiful love that has been gone or is coming. After the students' preliminary understanding, the teacher can personally demonstrate the playing steps of the dream song or collect the piano video playing version, and use the problem situation to pull the students into the classroom teaching process. For example, what thoughts and emotions do you feel when you hear this song? What speed is this music play? Class.

After the students listen, can make the students to discuss, the teacher and give encouragement. After the students' discussion, the teacher played the other works of Robert Schumann for the students, so that they could feel different repertoire style characteristics, such as "Butterfly", "Carnival", "Fantasia" and so on. Stimulate students' interest in learning. Later, the teacher taught the students the skills and matters needing attention in playing this song, such as ensuring the correctness of fingering, and the accuracy and coherence of fingering. The fingers and the piano plane should be kept vertical, the palm and should be slightly arched, so that the fingers jump through the piano keys, just shown as figure 3 and 4.

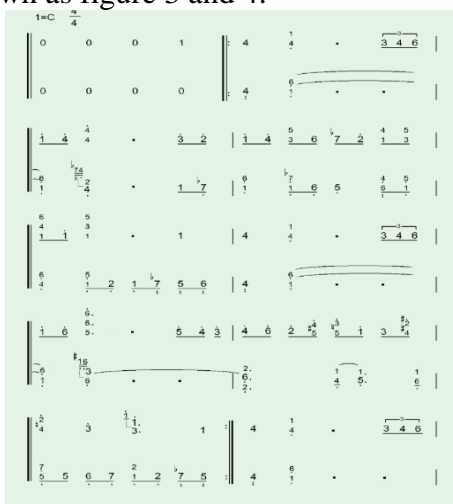


Figure 3: Fantasy music atlas



Figure 4: Carnival map

3.3 Appropriate incentive and praise of students, increase students' confidence in learning

Teachers in the piano classroom teaching, can appropriately give students some praise and encouragement according to the actual situation of students, will be more than condemnation, blame has an obvious role. In piano classroom teaching, students will inevitably make mistakes in the process of playing. For example, when the teachers stop the students from playing wrong, the students' attention will be transformed into blame, so as to produce fear of the purpose of piano music, which will greatly deepen the difficulty of piano teaching. An excellent piano teacher should often encourage and praise their students, whenever the students have progress, the teacher should

timely find and give the students affirmation, increase the students' confidence in learning the piano. In the teaching process, teachers can adopt the "example incentive method" for teaching, and this method can guarantee students' interest in learning the piano. Teachers can make use of students' imitation of teachers, select songs suitable for students to play according to their age characteristics, and conduct many demonstrations. Because students' ability to accept abstract things is slightly weak at this stage, the intuitive knowledge is easy for students to understand and absorb. Therefore, teachers should teach from simple to complex, use a variety of means to teach students, will follow the example of learning in the classroom learning, increase the students' confidence in learning the piano.



Figure 5: Part of the Nutcracker March score

Teachers, for example, in the "nutcracker suite" piano music teaching, teachers can before the classroom teaching for students on the repertoire related fairy tale, such as "the nutcracker and mouse king", attract students into the classroom learning state, teachers can explain the story, make the students use concise language summary story, preliminary understanding of the background story. After the students' preliminary understanding, the teacher can play the clip of "candy fairy" for the students, and introduce the characteristics of the works and the composer for the students. For example, "Nutcracker" is Tchaikovsky's late works, cleverly using string music to foil the works, forming a magnificent scene and full of interesting performance. Later, the teacher can divide this piece into three parts, such as the small overture in the first movement, the character dance in the second movement, and the flower waltz in the third movement. The teacher demonstrated and introduced the students to the relevant steps in the teaching process, such as the teaching of the first movement, the teacher's students, the ballet opening dance. This part abandoned the B major, the use of the 2/4 beat and the allegro using the sonata, the use of lively moving rhythms and beautiful echoes extending into the second movement. After each period of teaching,

the teacher makes the students play. During this period, the teacher inspects and guides, and adopts appropriate words to encourage the students' confidence in playing, and makes the students play the "Nutcracker suite" smoothly and correctly one by one, just shown as Figure 5 and 6.

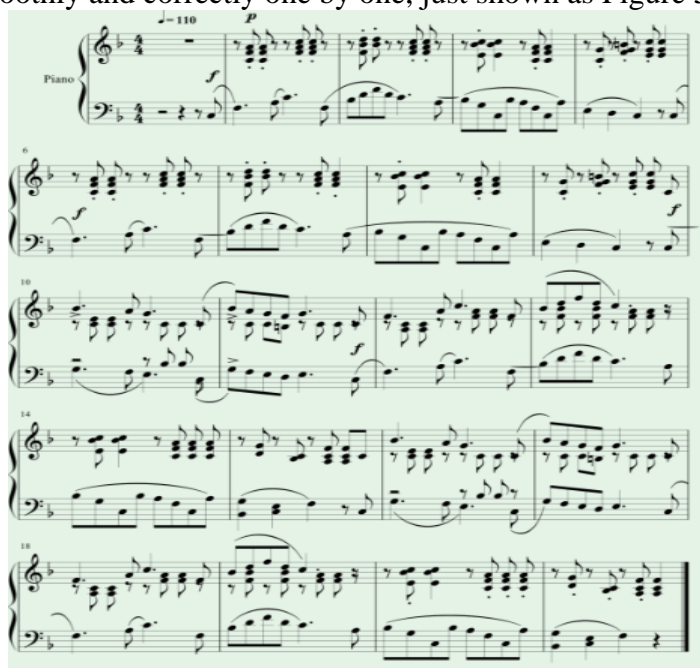


Figure 6: The Happy Farmer's piano score

3.4 Cultivate students 'piano impromptu accompaniment ability and improve students' comprehensive quality

In students' music education, the purpose of piano teaching is to strengthen students' piano accompaniment skills, piano level ability and improve personal accomplishment, and cultivate their own sentiment. In the process of piano classroom teaching, reasonable teaching of impromptu accompaniment is helpful to break the boredom of traditional piano classroom teaching atmosphere, effectively mobilize students' enthusiasm and interest in learning piano knowledge, expand students' thinking ability and innovation ability, and improve students' comprehensive music literacy. Teachers in the actual classroom teaching process, should make full use of all music education resources, and guide the student to impromptu accompaniment performance, teachers can choose based on students' interest and age characteristics of impromptu accompaniment piano music, make the students through the impromptu accompaniment music experience notes rhythm and the unique charm of music, encourage students through constant practice to improve the art of music and music accomplishment. Second, teachers in the students master certain accompaniment skills and rhythm, teachers can invite students to improvisation, teachers can be on the Internet or collect for students harmony and melody, and make the students according to their own ideas, to strengthen the students' music melody, stimulate students' imagination, music perception and innovation ability.

Teachers, for example, in the "happy farmer" piano music teaching, at the beginning of the classroom teaching, teachers can use information technology to collect "happy farmer" playing video, the teacher can ask questions before make the students appreciate, such as, the song feel what characteristics, make the students watch the video and understand the repertoire style, bedding for subsequent impromptu accompaniment. After the students appreciated, the teacher invited the students to answer and announce the correct answers. For example, it reflected the optimistic, cheerful and upward characteristics of F major, and the tune was cheerful and lively, reflecting the

mood of a hardworking farmer. After that, the teacher practiced with skilled hands, taught the students to learn the operation skills such as the first breakup exercise in paragraph A, experienced the melody and accompaniment part, and paid attention to the lightness of the accompaniment and the prominent melody. In playing B paragraph, first find out the main melody, submelody and accompaniment part, break up and hand practice. After the students master it, the teacher can use information technology to collect relevant piano tunes on the Internet, such as "dedicated to Alice" and other works. After the students master the melody, the teacher can encourage the students to create on stage, so as to strengthen the students' understanding of this piano tunes and improve the students' comprehensive quality.

4. Conclusion

To sum up, in children's music education, teachers should change the traditional teaching methods and classroom concepts, and emphasize the dominant position of students in piano classroom teaching, so as to improve the teaching efficiency and effectiveness of piano classroom. Therefore, teachers should adopt a variety of means to stimulate students' interest in learning piano, adopt the example incentive method to stimulate students' self-confidence, and improve students' innovation ability and imagination by cultivating students' piano accompaniment ability. In addition, teachers should pay attention to the problems in classroom teaching, and come up with effective strategies for the problems to improve the overall level of students' piano.

References

- [1] Tan Lu. *On the cultivation of musical expression in students' piano teaching* [J]. *Music Education in primary and secondary schools*, 2022 (05): 20-21.
- [2] Li Luhong. *Research on the application of comprehensive musical sense teaching method in student piano teaching* [D]. *Jilin University of the Arts*, 2022.
- [3] Guo Fang. *How to cultivate children's interest in piano music in piano teaching* [J]. *China National Expo*, 2020 (04): 64-65.
- [4] Cai Aiqing. *Suggestions and thoughts on the combination of student piano teaching and musical literacy* [J]. *Northern Music*, 2019, 39 (13): 155 + 158.
- [5] Li Zi. *How to cultivate children's interest in piano music in piano teaching* [J]. *Northern Music*, 2019, 39 (12): 176 + 178.
- [6] Liu Yimeng. *A sequential study of piano enlightenment teaching based on the development of students' musical ability* [J]. *Science, Education and Culture (Next Ten Journal)*, 2021 (27): 104-106.