

A Brief Analysis of the Key Points in Teaching Piano and Nursery Rhymes in Preschool Education

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Abstract: Under the premise that people's concept on education is more and more open-minded, more and more attention will be given to the comprehensive inspiration of children in preschool education. This puts forward more requirements for the students who are committed to engaging in preschool education with majors on preschool education in higher vocational colleges. For this reason, a more profound research on teaching of piano and singing of nursery rhythm was conducted in preschool major hoping to find more effective measures to improve the teaching effect by deepening the understanding of the teaching points of piano and singing of nursery rhythm.

In fact, the teaching of piano and nursery rhymes includes two aspects: the teaching of piano playing and the teaching of nursery rhymes. The teaching in these two aspects in higher vocational colleges aims to provide qualified and excellent preschool teachers for preschool education. The goal of training students lies not in how high their piano level and singing level can reach, but in making them to meet the teaching needs of modern kindergartens and the development needs of children. Moreover, the preschool education for children is getting more and more attention from people [1]. It is very beneficial for the sustainable cultivation of pre-school talents in higher vocational education to have a good understanding of the teaching objectives of piano and nursery rhymes and grasp the key points of the teaching.

1. Key Points in Teaching Piano and Nursery Rhymes

1.1 Consolidation of the Foundation of Music Theory

Any professional teaching activity must be conducted on premise of theoretical teaching, so the key points teachers should firstly grasp are that students should pay attention to the solid mastery of music theory. Especially, students majoring in preschool education will face children in the future. If they have a wrong grasp of basic music theory, it is likely to bring "butterfly effect" to the music enlightenment of children, which will harm the children. Therefore, teachers should be careful in teaching related music theory of piano and nursery rhymes.

1.1.1. Students are required to master the basic music knowledge. Teachers should teach students the differences between children's music and ordinary music[2], so that they can master the characteristics of composition of children's song and playing and they can be more competent in future practice. Children's songs are composed according to their psychological and behavioral characteristics with prominent features in rhythm, tempo and style. Teachers should pay attention to summarizing these knowledge in teaching, so that students can learn in a more systematic and comprehensive manner.

1.1.2. Students should learn to flexibly apply the type of accompaniment. Teachers should teach students the skills of distinguishing songs and accompaniments. This will help students to flexibly carry out early childhood teaching when facing the choice of playing and singing in the future. For example, students can understand the universality of the application of positive triads in the arrangement of accompaniment through learning and accumulation, but the differences in the application of different types of children's songs are difficult to be clear about. The teacher should

teach the students to grasp the lively characteristics of dance accompaniment, the melodious characteristics of lyric singing accompaniment, the solemn characteristics of march accompaniment, etc., and students should be taught to choose the strings with the music, and apply the appropriate combination of semi-decomposed chords, fully decomposed chords, column chords.

1.1.3. Students should practice and consolidate the music theory in time. In addition to master music theory, the characteristics of children's music and the application of chord accompaniment, teachers should also pay attention to the practice to strengthen students' knowledge, so that they are not armchair strategists, instead to be perfect by continuous practice.

1.2 Grasping the Skills in Playing

The ability to play and sing nursery rhymes is a necessary skill for those engaged in preschool education[4]. Students can have a clear understanding of music theory with the guidance of teachers as well as the mastery of practical skills in playing. Through the practice of playing on the piano keyboard, students can practice the music theory they have learned[5] and constantly discover their shortcomings. Therefore, the mastery of students' keyboard playing skills is also a major point in teaching piano and nursery rhymes in preschool education. Nowadays, it is not new for children to learn the piano, and more and more families choose to let their children learn the piano. So, preschool students who learn how to play the piano and who are ready to play the keyboard will have a huge impact on their future careers. In order to develop good skills, teachers should help students find the right way.

1.2.1. To enable students to understand the keyboard of the piano. As an important musical instrument, the piano keyboard has its own design rules, which are also proportional to the movement rules of human fingers. Teachers should make students to have a comprehensive understanding of the piano and its keyboard [6], which is the premise to master their skills. This helps students learn skills with a piano in mind and a keyboard in mind, thus reducing mistakes. In addition, teachers should also help students do some learning expansion and their rich experience and quality learning resources can be recommended to students, so that they can further improve their skills with the supplement of self-study.

1.2.2. Let the students understand the songs played. Students' playing skills are not only reflected in their proficiency in playing movements, but also in their understanding of what they are playing, that is, they need to know what they are playing so that they can play music that moves people. Therefore, teachers' teaching activity should focus on letting students learn to feel the emotion and thought of the song, and then express the internalized feeling by playing. The reason why it is emphasized that players should understand songs is that children's songs are a channel for children to express their self-emotion and consciousness, and play an enlightening and guiding role in their healthy growth. If preschool teachers do not know how to form a spiritual communion with songs, they will not be able to show their appeal and better lead children to complete relevant teaching activities when they play to convey their emotions to children.

1.3 Do a Good Job in Singing and Performance

To be a qualified teacher in kindergarten, preschool students must not only be able to play music, but also be able to sing songs and even dance while singing. Therefore, teachers should pay more attention to improve their singing ability in the relevant teaching of preschool education.

1.3.1. To pay attention to guide the understanding of musical score. Although children's music is relatively simple without too complex music scores, but the teachers should be able to see the melody characteristics of music at a glance. Therefore, when conducting teaching activity, teachers should pay attention to enable students to put more energy in music score and identification of music score and learn to understand the musical style of songs through melody. If students can have a good command of music score, they can even modify and edit music with their own understanding, which will be a great advantage for them to engage in preschool education in the future.

1.3.2. Paying attention to the pronunciation of children's songs. Children's songs need to be sung by the singer with the sense of innocence, so it is difficult for students to perform the real essence of the song. When teachers instruct students to sing children's songs, they need to correct the pronunciation of students [8]. Some infantile pronunciation can help them show their infantile style, so that the singing of children's songs is more in line with expectations.

1.3.3. More efforts made to guide the performance of songs. In addition to the pronunciation, the students' interpretation of the song is also an influential factor in the singing effect, that is, students should pay attention to the flexible application of expressions, movements and the pronunciation so that a children's song will be vividly performed. When the teachers are conducting teaching activities, they should give instructions on movements of students and they are required to observe children and read more children related works in performance to strengthen continuous learning.

1.3.4. Top priority should be given in instruction of sound. If you work hard enough, an iron pestle can be ground into a needle. Similarly, vocal practice is needed for singing, persistent vocal practice is required to sing children's song. On the one hand, teachers should teach students the right way to sound, and to regulate the breath, on the other hand, the students should be supervised for more practice to consolidate the singing ability.

2. Improvement Measures for Teaching Piano and Nursery Rhymes

3. 2.1 Methodological Guidance

There are many students majoring preschool education in higher vocational colleges. When teaching piano and nursery rhymes, a teacher has to face several students at the same time, and the class hours are limited, so it is difficult to give one-to-one detailed guidance. As a result, many students with weak foundation often fail to learn relevant content, so that the learning effect is not good. In addition, each student has different advantages and disadvantages. In the face of the unified teaching progress, it is inevitable that some students may not have a solid grasp of knowledge[10]. Therefore, teachers should give students more methodological guidance and provide them with more opportunities to know their own learning rules. For example, teachers can train students to read music and play music at the same time. They can use auditory stimulation to drive their understanding of music expression and improve their performance ability on the spot. Before the formal class starts, teachers can also let students strengthen their self-exploration ability through preview, and teach them preview methods, that is, to grasp the structure of songs, memorize lyrics and songs, and understand songs' emotions through melody, etc. During classes, teachers can strengthen the pertinence of guidance by grouping students and helping students broaden their thinking channels in the form of cooperative discussion, so as to make the class more active when giving guidance on performance and playing and singing skills, so that more questions from students can be answered timely.

2.2 Designing Stepped Exercises

It will take painstaking efforts to grasp the way to play the piano and nursery rhymes. Moreover, the learning content of preschool education major is also very complicated. It is impossible for students to make rapid progress in a skill in a short time. They need to undergo a process of change from quantity change quality. Therefore, the relevant teaching of teachers should be well done with stepped design in the content of each lesson, so that students can learn the key points from easy to difficult level, so that the learning process should be full of confidence. For example, to practice the fingering in playing the piano, the teacher can design for practice by using the left hand or the right hand first, after they can master the playing with one hand flexibly, and then the two-handed playing can be used.

2.3 Rendering artistic atmosphere

Although students will be engaged in specific teaching activities in the future, as the "weapon" of teaching, playing piano and singing nursery rhymes is an artistic behavior in itself, so players

should be able to freely enter the artistic situation when performing. Teachers should give more efforts to guide students to understand the emotional connotation of songs in teaching. For example, teachers can play the role of artistic rendering of songs in demonstration teaching, and make use of instruments and sound equipment around to set up the musical atmosphere, so as to ignite the students' emotions.

Conclusion

Teachers' grasp of the key points of playing piano and nursery rhymes can help them control the depth of each knowledge point when giving instructions to students, and they can conduct teaching activities from the perspective of students more effectively. At the same time, teachers should also do more research on the enlightening effect of children's music on children, so as to continuously guide themselves in practical education.

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