



A STUDY ON PIANO & SINGING TEACHING SCHEME  
OF PRESCHOOL EDUCATION MAJOR IN HIGHER VOCATIONAL COLLEGES



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A STUDY ON PIANO & SINGING TEACHING SCHEME  
OF PRESCHOOL EDUCATION MAJOR IN HIGHER VOCATIONAL COLLEGES



A Thesis Submitted in Partial Fulfillment of the Requirements  
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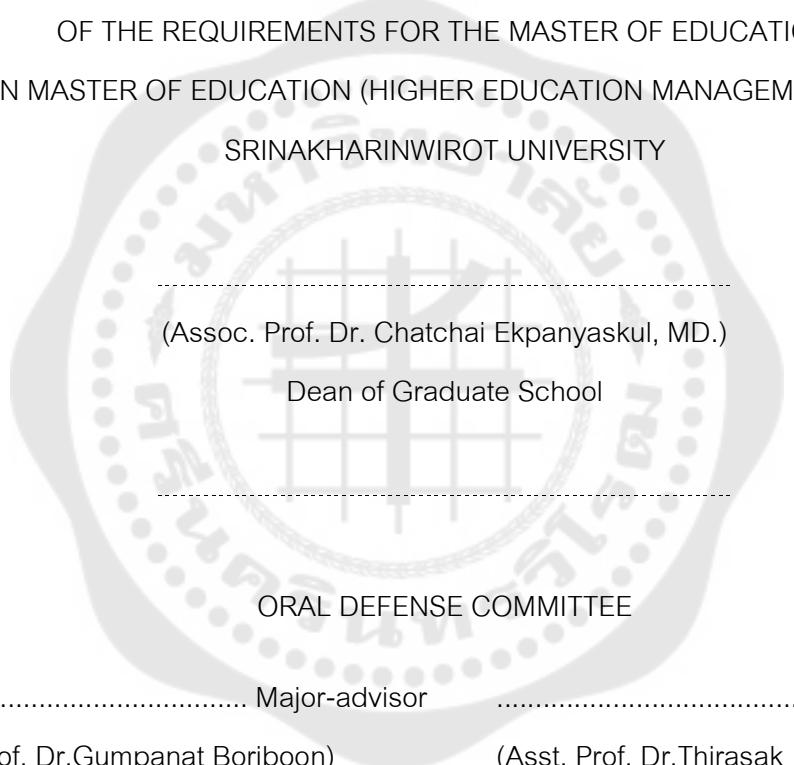
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THE THESIS TITLED  
A STUDY ON PIANO & SINGING TEACHING SCHEME  
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BY  
JINGWEN LAI

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Title	A STUDY ON PIANO & SINGING TEACHING SCHEME OF PRESCHOOL EDUCATION MAJOR IN HIGHER VOCATIONAL COLLEGES
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The purposes of the research were: 1) to study the problems in the teaching scheme of preschool education major in higher vocational colleges, and put forward corresponding solutions objectively, to move forward in a scientific and reasonable direction. 2) to study the teaching scheme of piano & singing course, reform the music curriculum, formulate practical teaching plan and pay attention to the combination of theory and practice, to ensure the teaching quality and improve the teaching efficiency. The sample size selects a higher vocational college where the author is located. After investigation, comparison and analysis, the students of 2021 are selected as the research objects. Rating scale questionnaire survey method, logical analysis method and other research methods to find out the problems in the teaching scheme of preschool education major in higher vocational colleges, and to put forward corresponding solutions objectively, to move forward in a scientific and reasonable direction. The research results were found that; 1) great significance to study the teaching scheme of piano & singing course, reform the music curriculum, formulate practical teaching plan and pay attention to the combination of theory and practice, to ensure the teaching quality and improve the teaching efficiency. 2) the teaching in recent years, thanks to the importance stressed by the Ministry of Education of China on education, the analysis on the reform of basic piano courses for educational institution education majors in faculties and universities has bit by bit drawn attention. Piano academics have begun to connect importance to teaching reform, and to improve potency, they have unendingly explored the strategy of teaching students in keeping with their power.

Keyword : preschool education, Piano playing singing, teaching scheme, higher vocational school

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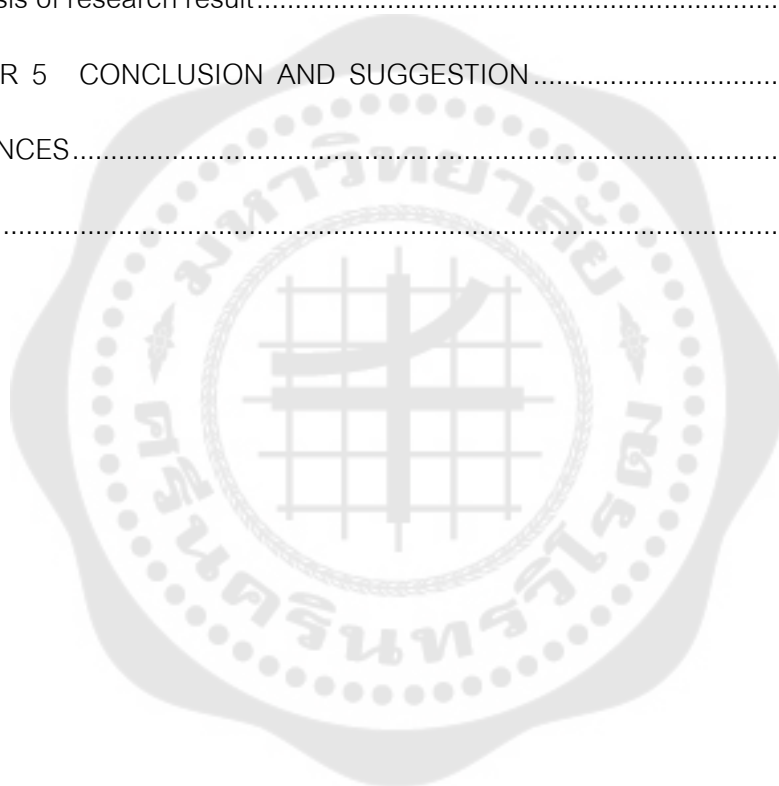
Finally, I would like to thank my family for their support and understanding in my studies, as well as for their concern in my daily life. They have given me great encouragement.

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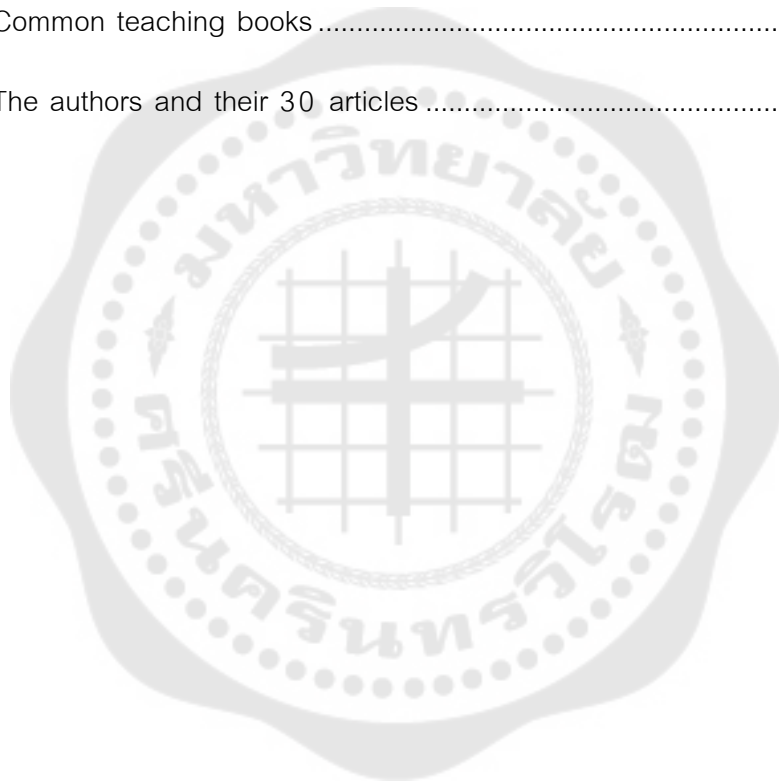
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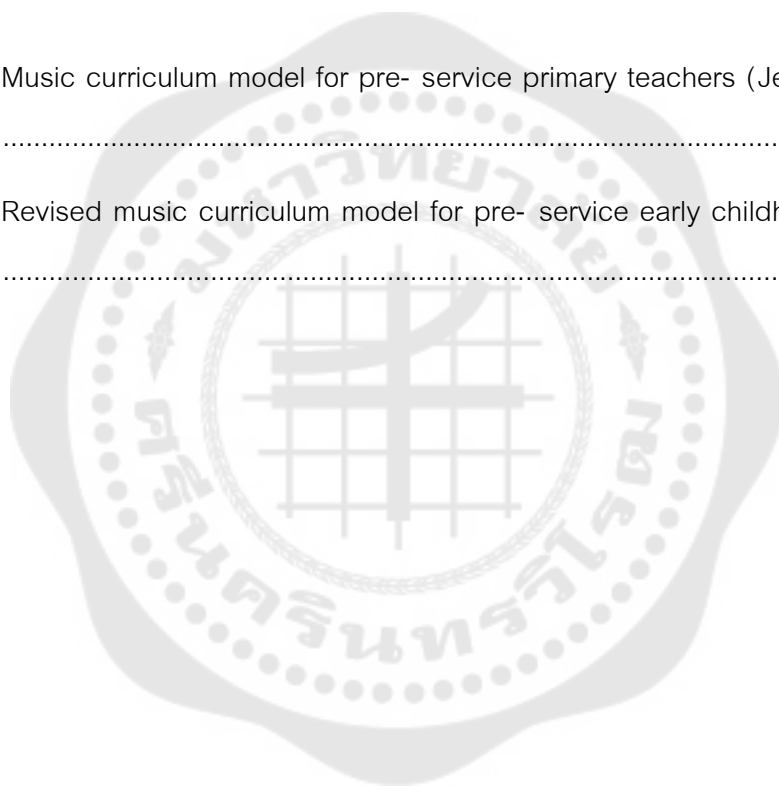
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# CHAPTER 1

## INTRODUCTION

### 1.1 Background

A long time ago, "employment-oriented, ability-based" is the main direction of personnel training in vocational education. With the continuous attention of our country to higher vocational education and preschool education, preschool education major in higher vocational education has been paid more and more attention by the government and society, and more and more students apply for preschool education major. As a basic skill that students majoring in preschool education must master, how to promote the development of piano playing and singing course teaching and make students' professional quality and skills continuously improve in piano playing and singing course is a problem that every professional teacher should pay attention to and is worth studying. However, at this stage, piano playing and singing teaching, whether in the teaching content, teaching methods, or in the orientation of teaching objectives, there are still places that do not adapt to social development.

The content of piano playing and singing course is professional and rich. For preschool education majors, there are many theoretical knowledge points and subject skills to master. According to the age, psychological characteristics, and learning needs of students in this major, teachers should adopt multiple methods and flexibly carry out piano playing and singing teaching, find their own advantages in teaching, and find out their shortcomings and defects. It is beneficial to foster strengths and circumvent weaknesses in future teaching, create their own unique teaching style, make higher vocational students have a certain level of playing and singing, and lay a good foundation for being an excellent preschool teacher in the later period.

Piano & singing is a comprehensive artistic creation activity integrating theory and practice, which includes the understanding of music works, the treatment of melody, the analysis of musical form, the mastery of harmony and the expression of singing skills, etc.

In China, preschool education is the development of ideological qualities and good values to improve physical and mental qualities. An expert in basic theory and systematic professional knowledge and modern preschool education skills. It commented that college students majoring in preschool education in China are basically, upon graduation, becoming full-time preschool teachers. Therefore, preschool education is the starting point of lifelong education. Cultivating good teachers is therefore essential in improving the quality of education. However, the overall teaching level of kindergarten teachers was below the standard. Therefore, it is very important to improve the overall quality and teaching level of preschool teachers. Therefore, it is of great significance to study the teaching scheme of piano playing and singing course deeply, reform the music curriculum, formulate practical teaching plan and pay attention to the combination of theory and practice, to ensure the teaching quality and improve the teaching efficiency.

Present situation of piano playing and singing teaching for preschool education majors in higher vocational

1 . The music curriculum of preschool education majors is unreasonable.

Because preschool education major in higher vocational colleges has not developed for a long time, Restricted by teachers and teaching equipment, The class hours of music courses are seriously insufficient, which only pays attention to the cultivation of students' single music skills, such as vocal music and piano playing skills, lacks systematic study of music theory courses, and music courses cannot penetrate each other, resulting in students' inability to integrate and use the music knowledge they have learned flexibly when learning to play and sing, and their ability to play and sing is poor.

2 . The teachers of preschool education are relatively weak.

The number of music teachers majoring in preschool education is not enough, and their professional quality is not high. Many music teachers do not graduate from preschool education, but most of them transfer from art education or other majors of music to preschool education. This part of teachers lack of in- depth understanding

and research on preschool education, and most of the teaching modes and teaching methods follow the mode of art education, which lacks the pertinence of preschool education.

3 . Lack of piano playing and singing textbooks suitable for preschool education majors.

At present, there are very few piano playing and singing textbooks suitable for preschool education majors, which generally follow the textbooks of art education or normal education majors, and the content is too professional and lacks the training content of children' s songs.

4 . Lack of perfect teaching scheme.

Piano playing and singing course is a backbone course in the final stage of teaching, and it is a course that comprehensively applies piano, vocal music, harmony, and other knowledge. It is not only a test of the teaching quality of each course, but also a key course that becomes the necessary ability of preschool music teachers. It can be said that piano, vocal music, composition, harmony and other professional courses are the basis for learning to play and sing well. Therefore, piano playing and singing courses are very important in preschool education.

The relationship between music and the piano is a deep and interconnected one. The piano is a versatile and widely used instrument that has played a significant role in the development and evolution of music throughout history. Here are a few key aspects of the relationship between music and the piano:

**Musical Expression:** The piano offers a wide range of expressive possibilities, allowing musicians to convey a broad spectrum of emotions and musical ideas. With its ability to produce both soft, delicate sounds and powerful, resonant tones, the piano can capture the nuances and complexities of various musical styles and genres.

**Composition and Arrangement:** The piano's layout and design make it an ideal instrument for composing and arranging music. Its keyboard spans multiple

octaves and allows for the simultaneous playing of multiple notes and chords, making it possible to explore different harmonies and create intricate musical textures. Many composers have utilized the piano as a primary tool for composing and sketching out their musical ideas.

**Solo Performance:** The piano's expressive capabilities and its ability to produce both melodic and harmonic elements make it well-suited for solo performances. Pianists can interpret and perform a wide range of musical genres, from classical and jazz to pop and rock. The piano's dynamic range and its capacity for both soft and percussive sounds enable performers to captivate audiences with their virtuosity and musicality.

**Accompaniment and Ensemble Playing:** The piano is often used as an accompaniment instrument in various musical ensembles. Its versatility allows it to support other instruments, singers, or entire orchestras, providing harmonic support, rhythmic drive, and melodic interplay. In chamber music settings, the piano frequently collaborates with string, wind, and brass instruments, contributing to the overall texture and musical conversation.

**Pedagogy and Education:** The piano is commonly used as a foundational instrument in music education. Its keyboard layout and tactile nature make it an accessible instrument for beginners to understand musical concepts, learn to read sheet music, and develop basic technique. Piano lessons often provide a solid foundation for musicians to later explore other instruments or delve deeper into music theory and composition.

**Technological Advancements:** The piano has not been immune to technological advancements, leading to the development of digital and electronic pianos. These instruments offer additional features, such as the ability to replicate different piano sounds, record and playback performances, and connect to computers and other devices for music production and composition purposes.

In summary, the piano's versatility, expressive capabilities, and its historical significance have established a profound relationship with music. It has been

an essential instrument for composers, performers, and educators alike, shaping the way we create, interpret, and appreciate music.

## 1.2 Objectives of the Study

1) to study the problems in the teaching scheme of preschool education major in higher vocational colleges, and put forward corresponding solutions objectively, to move forward in a scientific and reasonable direction.

2) to study the teaching scheme of piano & singing course, reform the music curriculum, formulate practical teaching plan and pay attention to the combination of theory and practice, to ensure the teaching quality and improve the teaching efficiency.

## 1.3 Question of the Study

(1) the significance of piano playing and singing teaching for preschool education majors.

Preschool education is to cultivate professional knowledge of preschool education, Major of talents who can engage in preschool education in the future, In the course of music learning, future preschool teachers are required to master certain skills of piano playing, singing and accompaniment, and show music completely and perfectly with their strong comprehensive characteristics of technology and creation, so as to skillfully stimulate the learning interest of preschool school- age children and achieve the purpose of music teaching. Therefore, in preschool education, piano playing and singing teaching is of great significance.

(2) the teaching objectives of piano playing and singing for preschool education majors.

In piano playing and singing, the singers use precise piano playing skills, keen musical sensitivity, and high singing ability to show the style and artistic conception of their works. A good playing and singing work require not only the songwriter to write a nice song, but also the player to have some necessary abilities in order to play and sing the work well. As a piano player, you should have the following five abilities:

1 . Basic ability of piano playing. Including precise playing, keen hearing and solid theoretical foundation. Through precise playing, the notes on the spectrum are accurately and skillfully transformed into beautiful music, and different music styles can be reflected; With keen hearing, it is easy to master the skills of "one master and multiple purposes" , and control the accompaniment strength, speed and rhythm while singing songs with deep affection, so as to achieve the balance and harmony of the overall sound effect.

2 . Ability to analyze and understand works. Analyze the theme music of the works, and clarify the ideological connotation, background of the times, national style and other works; Analyze the marks, strength marks and music climax of the works, and carefully grasp the relationship and expression techniques of the changes and development of the works; Analyze lyrics, understand the literary connotation of lyrics, and think about how to make accompaniment music more vivid and more accurate to express the artistic conception of songs; Analyze the music structure, harmony relationship, mode color relationship, tonality change relationship and orchestration technique of the works, and express the works more accurately.

3. The ability to harmonize singing with accompaniment. Piano singers should establish correct consciousness, emphasize the cooperation and active cooperation between singing and accompaniment, adjust the speed, intensity, and volume of accompaniment in time with the development of singing music emotion, play every part of accompaniment clearly and properly as far as possible, combine it with singing perfectly, increase the color of music, and make the whole playing and singing works harmonious and unified.

4 . Stable psychological factors. Piano playing and singing is an art of time, which has strong immediacy. The usual practice accumulation should be shown in a short time. If the psychological quality of the players is unstable, it will inevitably lead to technical mistakes or uncoordinated cooperation between singing and accompaniment, and the quality of playing and singing will be affected.



5 . Ability to improvise. In the teaching of children's music lessons, it is inevitable to play and sing some songs without prior arrangement of accompaniment scores. The difficulty of impromptu playing and singing lies in " playing" , that is, the singer writes accompaniment in a short time according to the melody and voice of the song, which requires students to integrate the knowledge of piano, vocal music, composition, harmony and other courses and apply it flexibly in playing and singing. Students should constantly improve their own music accomplishment and comprehensive strength, and master certain improvisation skills, to lay a solid foundation for children' s music education in the future.

#### 1.4 Significance of the Study

During music learning, future preschool teachers are required to master certain skills of piano playing, singing and accompaniment, and show music completely and perfectly with their strong comprehensive characteristics of technology and creation, to skillfully stimulate the learning interest of preschool school- age children and achieve the purpose of music teaching. Therefore, in preschool education, piano playing and singing teaching is of great significance.

#### 1.5 Scope of the Study

The country vigorously implements the 14th Five Year Plan and is determined to achieve high-quality development of vocational education. The Chinese Ministry of Education has added new work priorities with the aim of improving the overall level of vocational education:

- a. construct a new vocational education system in China;
- b. Promote the comprehensive development of higher education;
- c. Improve teaching reform;
- d. Integrate vocational education and skill training organically.

With the development of the economy, the piano has gradually entered ordinary families, cultivating children's interests. Children and parents are more and more aware of piano, which promotes Preschool teacher to constantly improve their piano skills.

Piano and singing courses are essential in preschool education. Piano playing is also an important skill in preschool education for students. Piano and singing improve students' intonation and auditory abilities, enhance their musical expression, and promote early childhood students to be familiar with various musical images.

However, at this stage, piano playing and singing teaching, whether in the teaching content, teaching methods, or in the orientation of teaching objectives, there are still places that do not adapt to social development.

The content of piano & singing course is professional and rich. For preschool education majors, there are many theoretical knowledge points and subject skills to master. According to the age, psychological characteristics and learning needs of students in this major, teachers should adopt multiple methods and flexibly carry out piano & singing teaching, find their own advantages in teaching, and find out their shortcomings and defects. It is beneficial to foster strengths and circumvent weaknesses in future teaching, create their own unique teaching style, make higher vocational students have a certain level of playing and singing, and lay a good foundation for being an excellent preschool teacher in the later period.

### **1.6 Definition of terms**

The teaching scheme of preschool education refers to a structured plan or framework that outlines the methods, strategies, and resources used to deliver instruction and facilitate learning in an educational setting. It is a systematic approach that guides teachers in organizing and sequencing their lessons and activities to achieve specific learning goals or objectives.

**Curriculum Framework:** It provides an overview of the content and skills to be covered, often aligned with educational standards or guidelines.

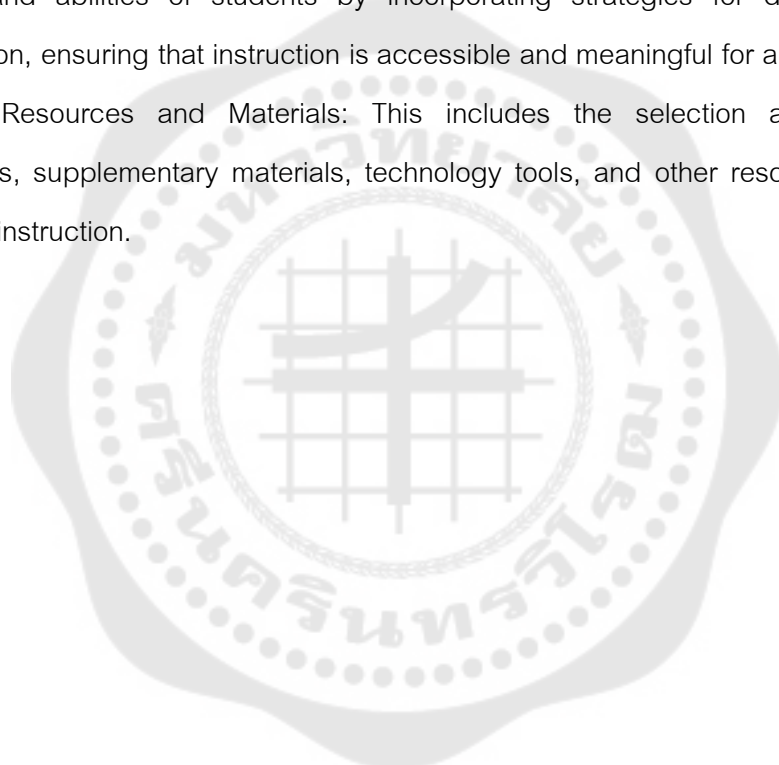
**Lesson Plans:** These are detailed outlines or templates for individual lessons, specifying the learning objectives, instructional strategies, materials, assessments, and time allocation.

**Instructional Strategies:** These are the specific methods or techniques used by teachers to engage students and facilitate learning, such as lectures, discussions, group work, hands-on activities, multimedia presentations, etc.

**Assessment and Evaluation:** This component outlines the methods and tools used to assess student progress and understanding, including formative assessments (e.g., quizzes, class participation) and summative assessments (e.g., exams, projects).

**Differentiation and Adaptation:** Teaching schemes often address the diverse needs and abilities of students by incorporating strategies for differentiation and adaptation, ensuring that instruction is accessible and meaningful for all learners.

**Resources and Materials:** This includes the selection and provision of textbooks, supplementary materials, technology tools, and other resources needed to support instruction.



## CHAPTER 2

### LITERATURE REVIEW AND THEORETICAL BASIS

#### 2.1 Definition of Concepts

The concept of teaching scheme.

A teaching scheme refers to a structured plan or framework that outlines the methods, strategies, and resources used to deliver instruction and facilitate learning in an educational setting. It is a systematic approach that guides teachers in organizing and sequencing their lessons and activities to achieve specific learning goals or objectives.

A teaching scheme typically includes various components such as:

**Curriculum Framework:** It provides an overview of the content and skills to be covered, often aligned with educational standards or guidelines.

**Lesson Plans:** These are detailed outlines or templates for individual lessons, specifying the learning objectives, instructional strategies, materials, assessments, and time allocation.

**Instructional Strategies:** These are the specific methods or techniques used by teachers to engage students and facilitate learning, such as lectures, discussions, group work, hands-on activities, multimedia presentations, etc.

**Assessment and Evaluation:** This component outlines the methods and tools used to assess student progress and understanding, including formative assessments (e.g., quizzes, class participation) and summative assessments (e.g., exams, projects).

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The specific elements and structure of a teaching scheme can vary depending on the educational context, subject area, grade level, and teaching

philosophy. It serves as a roadmap for teachers, enabling them to plan and deliver effective instruction while promoting student engagement and achievement.

Teaching scheme is the scheme design of teaching implementation, and the diversity of teaching scheme design is determined by the indefinite teaching method. Through the exploration of the teaching scheme, we seek the scheme design suitable for the actual situation of our school, and constantly improve the teaching quality and efficiency.

Teaching scheme is the teacher's plan for this course and the basis for teachers to implement teaching. Teaching scheme is a practical teaching document that teachers design and arrange the teaching contents, teaching steps and teaching methods according to the teaching scheme and students' actual situation in order to carry out teaching activities smoothly and effectively. It is not limited to drawing a set of teaching plans, it needs to systematically analyze all aspects of teaching and learning, put forward teaching plans, select or make media, and constantly revise the plans, which is a continuous, continuous improvement and improvement process. Theoretically speaking, the teaching scheme has seven elements: learner needs analysis, learning content analysis, learning goal clarification, learner analysis, teaching strategy formulation, media analysis and teaching evaluation. Teaching scheme is a practical teaching plan designed by class hours, which is one of the concrete products of classroom-oriented teaching design and the concrete embodiment of teaching plan guiding teaching process. Teaching plans generally include teaching objectives, teaching methods, analysis of important and difficult points, teaching process, use of teaching AIDS, types of classes, specific use of teaching methods, time allocation and other factors, thus reflecting the planning and arrangement of classroom teaching.

#### Preschool Education

Preschool education refers to the early childhood education provided to children before they enter formal schooling. It typically caters to children between the

ages of three and five years, although the specific age range may vary in different countries or educational systems.

Preschool education focuses on providing a structured learning environment that promotes the development of various skills, including cognitive, social, emotional, and physical abilities. The primary goal is to prepare children for formal schooling by introducing them to basic academic concepts, fostering social interaction, and enhancing their overall readiness for learning.

Preschools often employ play-based learning approaches, where children engage in various activities and games that stimulate their curiosity and facilitate learning. They may also incorporate early literacy and numeracy instruction, arts and crafts, music, physical education, and social skills development.

Preschool education is considered crucial for children's overall development as it lays the foundation for their future academic success. It helps children develop social skills, independence, problem-solving abilities, creativity, and self-confidence, preparing them for the challenges of elementary school and beyond.

Preschool education is suitable for children under the age of eight. This definition is consistent with the definitions of major professional organizations such as the National Association for Early Childhood Education (NAEYC) and the International Association for Children's Education (ACEI). This section analyzes the following content: (a) early childhood history and philosophy education; (b) Early childhood education major; (c) Preschool teacher education.

Early childhood education has a long history. Greek and Roman philosophy greatly influenced teachers' teaching ideas. In the 16th century, Martin Luther put forward the idea of universal compulsory education. His two ideas have a great impact on the curriculum. Firstly, he believes that music and physical education are essential. In addition, he insists that the family is the most important in early childhood education (Frost&Kissinger, 1976). In the 17th and 18th centuries, new ideas about education emerged in Europe. At the end of the 18th century, John Heinrich Pestalozzi's teaching methods laid the foundation for non-academic educational methods, which were very

beneficial for early childhood education. The efforts of Communitarianism social reform promoted the derivation of the first institutionalized out of home education program for young children. At the beginning of the 19th century, Robert Owen organized a Infant school. Since then, Americans have started trying to educate young children outside the home. With the help of Robert Owen, a baby school came into being, which is also part of Indiana's experiment of communitarianism; In addition, women's groups in some important cities on the east coast have established Infant school associations. In the 19th century, a new type of education emerged in Germany, and thus, public schools in the United States established permanent programs for early childhood education. Friedrich Froebel's kindergarten offers comprehensive games and manual courses, improving teachers' autonomy in teaching. Kindergartens are also closely linked to Political freedom. Froebel's female followers gradually increased. Kindergarten teaching and promotion have provided new employment opportunities for women outside of their families, thus laying a solid foundation for the domestic education movement. Some Education in the United States joined the kindergarten cause to promote the Americanization of kindergartens. In Boston, Peabody combined Froebel's with domestic ideology. In St. Louis, the kindergarten was jointly introduced into the public facilities system by Susan Blow and William Torrey Harris. In addition, Patty Smith Hill has accelerated the rationalization and modernization of kindergarten training and practice. The child centered curriculum was strongly advocated by John Dewey, so that children can actively participate in activities. The competition for control over kindergartens has also occurred, mainly involving male politicians and public-school administrators, as well as female kindergarten supporters and supervisors.

Kindergarten has become a very important reason for women to fight for votes:

They support public kindergartens and other projects targeting children, women, and families. Kindergarten and kindergarten. Not only have public kindergartens been established for five-year-old children, but preschool educators also hope to build new institutions for children aged two, three, and four to attend school outside of home, and put this idea into action: kindergartens. After ten years of



experimentation, when the Federal Emergency Relief Agency announced the establishment of public kindergartens in 1933, kindergarten educators were already prepared. Although these kindergartens are not permanent, kindergarten educators spare no effort in preschool experiments, hoping to make them permanent. People are unwilling to pay the resources of public kindergartens for the education of young children. After World War II, the public began to pay attention to the needs of early childhood education and to prevent endangered kindergartens from becoming extinct. In the war years, preschool educators conveyed to parents that children need love and opportunities to express fear (Beatty, 1995). During the war, almost half of American women had jobs, and the labor force increased by 76% between 1940 and 1944 (Beatty). Mothers quickly enter the workplace, and childcare is very urgent.

#### Preschool teacher education

In the survey, expanding the knowledge of early childhood educators and improving their abilities was limited to preservice teachers in university early childhood education. Preschool teacher education is to train preservice teachers after middle school. The teacher education program aims to provide teacher candidates with the knowledge, skills, and other projects required for teaching. These require theory and practice as the foundation (Saracho, 1993).

Early childhood education refers to the education of children from birth to the age of eight. Although the development stage is relatively single, children come from different institutions and the purpose of services varies, including nursing and education. In the United States, ECE's children's education includes many contents, such as early childhood plans, childcare centers, etc. In recent years, national policy discussions have tended to focus on the quality of teachers. Teacher education determines the 'quality of teachers', as it includes their knowledge proficiency, classroom behavior, academic ability, and so on (Saracho&Spodek, 2006). Research shows that the professional development of Preschool teachers has a certain impact on the quality of the preschool projects they are engaged in (Peisner Feinberg et al., 2000). The educational level of early childhood educators is positively correlated with their



educational programs (NICHD ECCR, 1996). Therefore, when designing a plan to train Preschool teachers, we must consider all aspects of teachers. Preschool teachers need to improve their professional level in preschool education, knowledge, practice suitable for development and teaching strategies. The next part provides the basic principles of incorporating music education into Preschool teacher education. Since adults' behavior in society conveys a lasting understanding to the children they teach and cultivate (Strauss&Quinn, 1997), this section explores the factors that influence the current practice of early childhood music and beliefs in early childhood education. Considering the common understanding between young children and music educators, as well as the current music practices in the early childhood environment. These themes can elevate adult music practice to the level of continuous cultivation of young children's music development.

Music production is a holistic approach to promoting healthy learning in young children (Carnegie Task Force, 1994). This section explores the basic principles of early childhood music education based on two fields of research: (a) early childhood music education; (b) Music education as a cultural and cognitive practice for young children.

#### Higher vocational school

A higher vocational school refers to an educational institution that provides specialized vocational training and education beyond the secondary level. It is often designed to prepare students for specific occupations or industries and offers practical skills and knowledge relevant to the chosen field of study.

Here are some key features and characteristics of a higher vocational school:

**Focus on Vocational Education:** Higher vocational schools primarily focus on providing vocational education and training, emphasizing practical skills and knowledge required for specific professions or industries. The curriculum is designed to bridge the gap between academic learning and the needs of the job market.

**Post-Secondary Education:** Higher vocational schools typically offer programs beyond the secondary level of education, often after the completion of high

school. They are an alternative pathway to higher education, providing students with the opportunity to gain specialized skills and qualifications for a particular trade or occupation.

**Specialized Programs:** These schools offer a wide range of specialized programs and courses tailored to specific professions, such as nursing, engineering, business administration, hospitality management, automotive technology, and many others. The programs are usually shorter in duration compared to traditional university degrees.

**Hands-on Training:** Higher vocational schools emphasize practical training and experiential learning. Students often engage in internships, apprenticeships, or cooperative education programs, allowing them to apply their knowledge and skills in real-world settings.

**Career-oriented Focus:** The primary goal of higher vocational schools is to prepare students for the workforce and enable them to enter the job market with relevant skills and qualifications. The curriculum is designed to align with industry needs and trends, ensuring that graduates are job-ready upon completion of their programs.

**Professional Certification:** Many higher vocational programs lead to the attainment of professional certifications or licenses, which further enhance students' employability and credibility within their chosen fields. These certifications validate the acquired skills and knowledge and are recognized by industry associations or regulatory bodies.

Overall, higher vocational schools play a crucial role in providing specialized vocational education and training, catering to the demands of specific industries and professions. They offer an alternative educational pathway for individuals seeking practical skills and direct entry into the workforce.

#### Piano Playing and Singing:

When piano playing and singing are combined, it refers to the simultaneous performance of playing the piano and singing at the same time. This can be done by an individual musician who performs both the piano accompaniment and vocal parts, or it

can involve multiple musicians, with one person playing the piano and another person or group providing the vocals. This combination allows for a rich and versatile musical performance, as the piano provides harmonic support and rhythm while the vocals deliver the melody and lyrics. Piano playing and singing often require advanced musical skills, as the performer needs to coordinate both the manual dexterity of playing the piano and the control of the vocal technique simultaneously. It is commonly seen in genres such as singer-songwriter music, musical theater, and certain styles of popular music.

## 2.2 Theoretical Basis of Piano & Singing Teaching Scheme

The foundation for social cognitive theory was laid in the 19th century by the forerunners in the field of psychology. The behaviorism technique of stimulus response reinforcement is contested by social cognitive theory. This perspective of human behavior emphasizes how individual perceptions of events are shaped by people or other external circumstances and how individual variations might have an impact on behavior. Whether there are any mediators between the response to stimuli and regulating behavior is still up for dispute. The 1941 publication "Social Learning and Imitation" by Mill and Dollard advanced the idea that social behavior may be taught through imitation and observation. They contend that people do not have to personally go through the stimulus-response-reinforcement chain. By incorporating the connection between Environment and Behavior, this expands the social cognitive theory.

Efficacy beliefs influence how much effort someone will put into a task, how long they will persevere in the face of challenges, and how resilient they will be in the face of challenging circumstances. A person's degree of tension and anxiety when performing activities might be influenced by their efficacy beliefs. Therefore, a person's level of accomplishment in the end can be greatly influenced by their ideas about their own self-efficacy. Instead of just being concerned with causal ideas about the environment, perceived self-efficacy concentrates on a person's confidence in their own capacity to execute tasks.

As a result, an assessment of self-efficacy, or a person's conviction in their own abilities, can more accurately predict an individual's performance (Bandura, 1993).

Based on performing tasks similarly to others, people also develop their self-efficacy views. Modeling is thus a useful additional source of efficacy data. Persuasive speech. Self-efficacy assessments are also impacted by persuasive speech and evaluative feedback from a significant other. The most effective verbal persuasion occurs when the information being conveyed is accepted as fact and when the speaker is regarded as knowledgeable and reliable. However, a lack of solid experience can quickly transcend self-efficacy convictions based only on linguistic arguments. Physiologic responses. Sweating, heartbeat, exhaustion, discomfort, and emotional changes that are increased physiologically can also transmit signals to people that have an impact on how they assess the therapeutic results. The identification of these symptoms influences self-efficacy changes through.

#### Self- Concept versus Self- Efficacy

Self-awareness is the essential tenet of behavior and motivation, according to researchers and practitioners in the field of education. In the field of self-awareness research, there are many research traditions. However, there are primarily two research traditions in the study of academic self-awareness: (a) the self-concept tradition and (b) the self-efficacy tradition. A thorough understanding of oneself is the informal definition of self-concept. The official definition of self-concept includes the following elements: (a) an individual's thoughts and feelings regarding themselves as objects (Rosenberg, 1979); (b) an individual's perception of themselves is formed through the experience of their environment (Shavelson, Hubner, & Stanton, 1976); and (c) an individual's self-evaluation of their capacity to complete a task (Harter, 1985). Global structures, such as global self-esteem, were frequently used in earlier studies on self-concept (Bong & Skalvik, 2003).

Self-concept focuses on the perception of overall abilities, whereas self-efficacy focuses on the belief that one will be able to carry out specific acts. According to Byrne (1996), most academic self-concept projects begin with the statement "I am

doing well," "I have no hope," or "I am doing well." Typically, self-efficacy initiatives begin with the question, "How confident are you in yourself?" "How do you feel about yourself?" or "I am certain that I can" (Bandura, 2006). These examples show that the wording of self-concept projects frequently causes respondents to focus on their prior successes when asked, "Am I good at it?" Self-efficacy initiatives encourage participants to concentrate on their future goals by asking, "Can I achieve it. The conventional tests for self-concept and self-efficacy have different results in.

The theoretical basis of a piano and singing teaching scheme encompasses several key principles and approaches that guide the instruction and learning process. It's important to note that while these theoretical foundations provide a framework for effective piano and singing teaching, the specific approach may vary among individual teachers based on their training, experience, and student needs.

### 2.3 Research status of Piano & Singing Teaching

#### STUDENTS' MUSIC FOUNDATION

The schools offering pre-school education are mainly normal universities and vocational education colleges. Most students come from underdeveloped areas (Jane, 201). Music education in areas that are immature or have systems and standards that are inferior to standards as a result, the musical background of students is lower. According to surveys, only 2-3% of students can read music wirelessly. This shows that students lack the pre-school background in music theory, music performance, dance and playing music. which has not yet reached the level of musical expression and creativity (Liu&Li, 2019).

#### THE TEACHING METHOD

Piano is a basic subject for music major students. Students with a poor background result in their grades being much lower than their classmates (Ning, 2020). Piano courses and teacher education majors essentially require a "one-on-one" approach to teaching. to be able to teach quality (Peng, 2019). Students majoring in music and piano are only in other classes, most teachers teach in groups or groups at once (Ron, 2020). Due to the large number of students and only one teacher, the

teaching style is 'teacher-student'. collective an additional explanation of how to play the music can be done during the break. Teachers will then be able to follow up with learners one-on-one. This takes about 5 minutes per student (He, 2020). But still cannot solve the problem of teacher shortage. Therefore, the overall teaching effect is not of good quality (Jia Shi, 2021). But when it comes to group teaching, there is a lack of communication and interaction. Most teachers can only teach and demonstrate, which affects student learning and experiential abilities. This results in low efficiency and quality (Yan Xin, 2018). Furthermore, teachers today are doing very little research on new teaching methods, which results in a boring piano lesson and learning atmosphere (Li Li, 2020) There is also a problem with piano course lesson plans, which tend to focus solely on skill practice (Ning, 2020).

Research in the field of piano and singing teaching focuses on various aspects, including pedagogical approaches, cognitive processes, learning techniques, and the impact of music education on cognitive and emotional development.

**Pedagogical Approaches:** Researchers have investigated different teaching methods and approaches for piano and singing instruction. This includes traditional methods such as the classical approach, as well as newer approaches like the Suzuki method and the Orff approach. Researchers examine the effectiveness of these methods in terms of skill acquisition, musicality, and motivation.

**Cognitive Processes:** Studies explore the cognitive processes involved in learning to play the piano or sing. This includes understanding how individuals acquire music reading skills, memorization techniques, motor skills development, and the mental representations of musical structures. Researchers investigate ways to enhance these cognitive processes to optimize learning outcomes.

**Learning Techniques:** Research focuses on identifying effective learning techniques and strategies for piano and singing students. This includes examining the role of deliberate practice, feedback, self-regulated learning, and the use of technology in music education. Additionally, researchers explore how to foster creativity and expressiveness in musical performance.

**Benefits of Music Education:** Numerous studies have highlighted the benefits of piano and singing instruction. Research has shown that music education contributes to cognitive development, language skills, emotional well-being, and social interactions. Studies also explore the potential therapeutic applications of music for various populations, such as children with special needs or individuals with neurological disorders.

**Technology in Teaching:** With advancements in technology, researchers investigate the integration of digital tools and applications in piano and singing teaching. This includes the use of virtual reality, interactive software, and online platforms for remote learning. Researchers explore the effectiveness of these technologies and their impact on student engagement and progress.

It's important to note that research in the field of music education is ongoing, and new studies are published regularly. To access the most up-to-date information, I recommend consulting academic databases, research journals, and educational institutions that specialize in music education.

#### **2.4 Research Significance**

During music learning, future preschool teachers are required to master certain skills of piano playing, singing and accompaniment, and show music completely and perfectly with their strong comprehensive characteristics of technology and creation, to skillfully stimulate the learning interest of preschool school- age children and achieve the purpose of music teaching. Therefore, in preschool education, piano playing and singing teaching is of great significance.



## CHAPTER 3

### RESEARCH METHODS AND DESIGN

#### 3.1 Research Design

(1) This study will be conducted in a higher vocational college from September 2021 to July 2022 . The purpose of this study is to explore the problems in the teaching scheme of preschool education major in higher vocational colleges and propose corresponding strategies and methods to advance in a scientific and reasonable direction.

(2) Principles of research and design

A. Voluntary principle: Students' voluntary stratification is fully respected.

B. The principle of comprehensiveness: facing all, facing every student, whether it is a top student or a slightly backward student, treat them equally and give them the same care, so that the overall effect of learning of each student can be improved.

C. Encouraging evaluation principle: Guide students to respect other people' s achievements, explore other people's bright spots, evaluate the learning process according to modules, cultivate students' courage to improve their self-confidence in learning and achieve development achievements, and stimulate students' desire for continuous success.

D. Developmental principle: In the teaching process, we should devote ourselves to the cultivation of students' learning attitude, the stimulation of learning interest, the cultivation of learning habits and the guidance of learning methods.

#### 3.2 Subject of Research

This study selects a higher vocational college where the author is located. After investigation, comparison and analysis, the students of 2021 are selected as the research objects. The purpose of this study is to test explore find out the problems in the teaching scheme of preschool education major in higher



vocational colleges, and put forward corresponding solutions objectively, to move forward in a scientific and reasonable direction.

The participants in the study were students in a university music methodology course.

The location and participants, including a detailed description of the ECE degree program, will be detailed in the following chapters.

### 3.3 Methodology of Research

#### (1) Questionnaire survey method (Qualitative Research)

All students participated in completing the questionnaire survey. There are two ways to collect data: online surveys and paper forms. The data of music Background check (MBS) and music teaching self-efficacy questionnaire (MTSEQ) were collected using the network interface. The questionnaire data for four self-efficacy measures were collected on paper before each microteaching session. The online questionnaire uses the network interface to collect the questionnaire data of music Background check (MBS) and music teaching self-efficacy questionnaire (MTSEQ) at the beginning and end of the semester. The internet prompts students to answer each question.

In addition, electronic data collection minimizes manual data input and processing errors to the greatest extent possible. Several alternative solutions have been considered for managing network surveys. Choosing commercial online software specifically for developing and publishing surveys instead of creating interfaces from scratch requires learning relevant programming skills. Music Background check. The students completed the music Background check in the second class. The researchers had previously explained this study and sought approval in the first class. The lecturer is also able to effectively communicate with students and have them meet in the computer laboratory during the second class.

The students completed the MBS in the computer laboratory in 25 minutes, which ensures that each student can use their own computer. The Music Teaching Self Efficacy Questionnaire (MTSEQ) was conducted twice throughout the entire 15-week

course. The students completed the initial MTSEQ online in the first week of class as part of their homework.

As part of the Final examination of the course, students completed the MTSEQ Final examination online in week 15. The final MTSEQ is the same in content as the initial MTSEQ. Due to the inability of researchers to obtain a consent form and an 8-character identifier, a graduate student checked the complete questionnaire. It was not until the researchers submitted the final scores of the students participating in MUED 4670 that she obtained the consent form and began data analysis.

Before four microteaching sessions, the teacher measured their own self-efficacy using a paper questionnaire. Due to a lack of time on the teaching day, these data were collected on paper. It is necessary for students to attend classes in music education classrooms so that they can access equipment and supplies and have adequate area to do so. Each micro teaching self-efficacy assessment can be finished by students in no more than three minutes. The teacher can verify that all questions have been addressed when students turn in questionnaires. After finishing the MUED 4670, students who participated in the focus group were invited to take part in the focus group interview that was recorded. The students who agreed to be interviewed were confirmed by the researchers prior to the focus group discussion. The researchers reviewed the Final examination and submitted the final course scores. You can form a Focus group by accessing and viewing the consent form. Only the students who agreed to the recording interview participated in the Focus group (n=25).

The Focus group comes from two classes: 13 and 12. These figures correspond to the number of Focus group (Johnson&Turner, 2003; Morgan, 1997; Pugsley, 1996). Students' answers will be kept confidential. Researchers use interview protocols as a guide and focus on discussions. With the consent of the students, record the focus group and then transcribe it. During the discussion in the Focus group, no notes are taken for the sake of a better dialogue atmosphere.

These four self-efficacy tests were administered concurrently with peer teaching for the four requirements and were spread out over the course of the whole

semester. A final questionnaire survey will be administered when students have finished all needed assignments and teaching experience.

Each functional area has its own unique issues, which is an important aspect of self-efficacy study. The use of specialized measurement technologies should therefore be reflected in each study (Bandura, 2006). However, studies on self-efficacy must also follow predetermined theoretical tenets and tried-and-true research methods. The development of several data gathering strategies utilized in this study is discussed in this section, followed by a discussion on their validation.

The aim of this study is to offer a tailored approach appropriate for the background of music methods courses for pre-service preschool instructors. Self-efficacy shares the following traits: (a) task-specific difficulties and (b) gauging performance before monitoring performance. (Padarez, 1996b; Zimmerman, 1995; Bandura, 2006; Bang, 2006). This section describes how the quantitative data gathering methods created for this particular study were developed and validated. The MTSEQ project seeks to address particular task challenges associated with the music methods course for pre-service instructors at the Economic Commission for Europe. The precise skills needed for each music microteaching session are listed in the questionnaire. ECE pre-service teachers (N = 22) who participated in the researcher's music methodology course were asked to complete a pilot study using the MTSEQ Music Teaching Self Efficacy Questionnaire (MTSEQ).

Students are encouraged to practice completing survey forms and offer feedback. Students should be made aware that taking part in this exercise is completely optional and that their feedback will be utilized to help create the research questionnaire for the next semester. The 26 items in the pilot questionnaire are split into two categories: music teaching (13 items) and music skills (13 items).

Students used an 11-point scale with intervals of 10 units to rate the strength of their efficacy beliefs for each project. The scale ranged from 0% (no confidence) to 100% (full confidence). Additionally, each item has a box that students can use to check if the question is unclear. Two useful ratings are included in the pilot

questionnaire. Observations and Changes None of the 22 participants in the pilot exam made sure that any question was crystal clear. The scale's items exhibit excellent internal consistency, as indicated by the alpha coefficient of .95 obtained from the test for internal consistency reliability (George & Mallery, 2003). The objectives and prerequisites for four in-class microteachings were organized in the MTSEQ's final draught, and a final component that evaluated general confidence in teaching music was also included. Each component had questions that assessed students' levels of skill or confidence in relation to their abilities to teach young children music as well as their own musical aptitude (i.e., music competence).

Verify the effectiveness of the content. Solved content validity issues through pilot questionnaires; The content domain and difficulty level of the problem were solved through pilot problems. The wording of the questionnaire project also adopts the approach of "being able to do" rather than "being able to do", which enhances the effectiveness of the content of self-efficacy measurement (Bandura, 2006).

Self-efficacy constructs a theory that explains the network of relationships between various factors. Structural verification is hypothesis testing. The predictive effect verifies the effectiveness of the structure. Perceived self-efficacy can have different impacts on motivation, thoughts, emotions, and actions, and therefore can be tested with many verifiable results (Bandura, 2006). Construct verification is an ongoing process to evaluate the effectiveness and self-efficacy measurement of the Causal structure assumed in the conceptual scheme.

Classroom observation (Qualitative Research): By observing the situation in piano class, we can know the changes brought by students' learning piano in time, such as learning interest, attitude, method, and effect; Some available data related to this study are collected, which is convenient for scientific analysis.

Statistical analysis method (Qualitative Research) : Statistical analysis method is an educational research method that makes statistics and analysis on different performance data of a certain educational phenomenon under different circumstances according to certain standards. This study mainly uses this method to

test what kind of changes the teaching mode has brought to teaching and what kind of teaching effect it has achieved.

#### Documentation method (Qualitative Research)

Based on the related theories in this study, collect relevant research materials at home and abroad, including books, periodicals, dissertations, etc. , classify the collected literature materials, deeply analyze the research contents, research methods, research results and conclusions of various literature materials, and extract the contents closely related to this study, so as to provide reference for this study.

#### 3.4 Research Reliability

In this study, all the students of Grade 202 1 in a higher vocational college were investigated by questionnaire, Understand their interest, attitude and methods of learning, The selected sample is the school students, students as active participants and actual beneficiaries of teaching activities, the enthusiasm and purpose of students to participate in the survey are very clear-better improve the higher vocational learning effect, therefore, the results have higher authenticity and reliability, the research reliability of this study is high.

There are 30 questions in this questionnaire, which are divided into three sections. The questionnaire is designed according to the Social cognitive theory. It is upheld the behaviorist view that the individual's Assessment of the event can mediate the occurrence of behavior.

The first part is students' interest in learning, the second part is students' learning ability, and the last part is students' learning attitude. The questionnaire structure is shown in the figure:

Table 1 Questionnaire Structure

Questionnaire structure	Content	Number of topics
Part I	Curriculum Setting of Piano and Singing Major	5
Part II	Investigation on the Teaching Content of Piano and Singing Course	11
Part III	Investigation on Teaching Contents and Methods of Piano and Singing Course	14

According to the reliability and validity analysis of the above 30 questions, they are all positive questions, with one point for conformity and 0 point for non-conformity. The higher the score is, the better the teaching effect is.

In this study, a random quantitative style was embedded with a teacher analysis paradigm at intervals. Narrative knowledge is used to illustrate and reinforce quantitative research results. As the scientist is the educator of the participant, no analysis of any knowledge supply was conducted before the scientist submitted the final score, so the participant is no longer her student. Later, the analysis program took the form of quantitative and narrative knowledge, with narrative knowledge explaining or elaborating on quantitative knowledge. The use of narrative knowledge to enrich quantitative knowledge provides an opportunity to obtain many such means, thereby improving the standards of knowledge interpretation. The next section will outline the precise stages of knowledge analysis in this study.

Data assortment took sixteen weeks for Focus cluster interviews; This includes a fifteen-week course on music strategies and a 1-week final exam. As mentioned earlier, no analysis was conducted on any information supply till the researchers submitted their final scores. Music Background check (MBS) and initial music teaching

self-efficacy form (MTSEQ) were collected within the initial week of MUED 4670, followed by small teaching self-efficacy measuring, final MTSEQ and Focus cluster interviews. Reflective writing by students may be a regular part of the course.

Researchers use freelance mensuration techniques to look at things, which may be explained and processed through self-gap answers, reflective writing, and Focus cluster knowledge. The form is especially a quantitative response, whereas Focus cluster interviews, open comments, and reflection square measure narrative responses. The analysis program utilized in this study is represented below. freelance mensuration analyzes quantitative knowledge to validate survey tools and observe trends in students' self-efficacy levels throughout the semester. each constant and non-constant statistics tests were wont to live the modification of self-efficacy. All applied mathematics analyses were calculated exploitation the applied mathematics analysis software package. As mentioned higher than, applied mathematics analysis is supplemented by descriptive knowledge.

The basic principles of constant and non-constant analysis. strong applied mathematics tests (i.e. t-test and analysis of variance F-test) work well in numerous distributions. The effectiveness of testing will be strong or strong in terms of potency. The validity of F and t tests for non-statistical distribution is kind of strong, except for a given non statistical distribution, they'll not be the foremost powerful tests. within the future self-efficacy measuring, the existence of Outlier and therefore the increase of bias became obvious. (i.e., mid-, and post-measures).

#### Reliability analysis

Using SPSS to calculate the reliability coefficient of Clonal Bach Alpha, the data results are as follows:



Table 2 Reliability coefficients of each dimension

Dimension	Cronbach' s Alpha	Number of items
Part I	0.73	5
Part II	0.82	11
Part III	0.89	14
The whole questionnaire	0.81	30

As can be seen from the above table, all the coefficient values are greater than 0 . 7 , which indicates that the questionnaire has high internal consistency and stability and good reliability and validity.



## CHAPTER 4

### RESULT AND DISCUSSION

#### Objectives of the Study

To find out the problems in the teaching scheme of preschool education major in higher vocational colleges, and put forward corresponding solutions objectively, so as to move forward in a scientific and reasonable direction.

Therefore, it is of great significance to study the teaching scheme of piano & singing course, reform the music curriculum, formulate practical teaching plan and pay attention to the combination of theory and practice, to ensure the teaching quality and improve the teaching efficiency.

#### Methodology of Research

##### Questionnaire survey method

All students participated in completing the questionnaire survey. There are two ways to collect data: online surveys and paper forms.

Classroom observation (Qualitative Research): By observing the situation in piano class, we can know the changes brought by students' learning piano in time, such as learning interest, attitude, method, and effect; Some available data related to this study are collected, which is convenient for scientific analysis.

Statistical analysis method (Qualitative Research) : Statistical analysis method is an educational research method that makes statistics and analysis on different performance data of a certain educational phenomenon under different circumstances according to certain standards. This study mainly uses this method to test what kind of changes the teaching mode has brought to teaching and what kind of teaching effect it has achieved.

##### Documentation method (Qualitative Research)

Based on the related theories in this study, collect relevant research materials at home and abroad, including books, periodicals, dissertations, etc. , classify the collected literature materials, deeply analyze the research contents,

research methods, research results and conclusions of various literature materials, and extract the contents closely related to this study, to provide reference for this study.

## Analysis of research result

### 4.1 The Result of Questionnaire

This study selects a higher vocational college where the author is located. After investigation, comparison and analysis, the teachers , students of 2021 are selected as the research objects. The purpose of this study is to test explore find out the problems in the teaching scheme of preschool education major in higher vocational colleges, and put forward corresponding solutions objectively, to move forward in a scientific and reasonable direction.

The questionnaire survey results show that students are interested in music playing and singing courses. Among the respondents, only 27% of the students indicated that they were not interested in music playing and singing courses, and 73% of the students indicated that they were interested in music playing and singing courses. From the survey data, we can see that students are more interested in music courses, but less interested in music courses. And we all know that " interest is the best teacher" . If a student is not interested in a certain subject, his grades will naturally not be particularly outstanding. After having interest, students' learning and teachers' teaching effect have been significantly improved.



The ability to play and sing music is very strong. In Figure 4-2 below, we can find that 82% of the students think that their piano playing and singing ability is very strong, and 18% of the students think that their piano playing and singing ability is poor. In the teaching process, teachers also find that students' confidence is generally high.

Table 3 Statistical Table of Students' Learning Ability

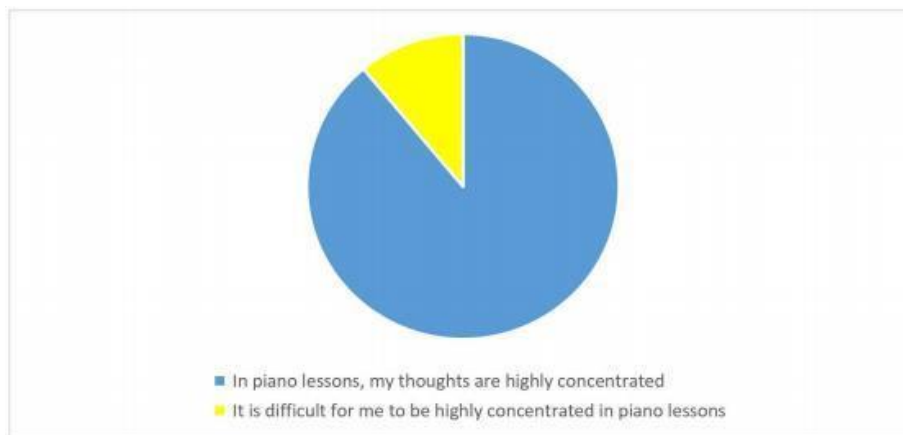
Option	Sum	Ratio
I have a strong ability to	Conform	82%
play and sing with the piano	Not Conform	18%



Good study habits in class, correct learning attitude. Besides students' interests and abilities, learning attitudes and habits are also very important. Good habits will have a positive effect on learning, while bad habits will have a negative effect. In Figure 4- 3 below, we can find that 89% of students think that they are highly concentrated in class and rarely wander. 11% of the students think that they are not highly concentrated in class. According to the survey data, more than half of the students have good study habits, but there are still a small number of students who are inattentive, which teachers need to pay attention to in the teaching process.

Table 5 Statistical table of students' study habits

Option	Sum	Ratio
In piano lessons, my thoughts are highly concentrated	Conform	89%
	Not Conform	11%



#### 4.2 The Result of Statistical Analysis

With the event of China's economy, the piano has entered normal families as a tool to cultivate children's interests (Wang, 2020b). Piano psychological features and learning are getting progressively widespread, which needs higher piano skills from preschool lecturers (Jiashi, 2001). Piano category may be a mandatory course for educational institution education majors. The muse of piano performance may be a necessary skilled talent for college kids majoring in educational institution education. metallic element (2019) believes that piano learning will promote students to develop sensible intonation and inner hearing, enhance musical expression, and change them to accurately grasp numerous musical pictures (Ru, 21 9). Learning the piano not solely permits students to master the proper piano enjoying skills, however, conjointly permits them to broaden their horizons and improve their aesthetic style in music works. Through piano performance coaching, students will enhance their coordination ability and enhance their listening skills (Hong, 2020)

Learning the piano will effectively improve students' memory. In actual teaching and coaching, students will rigorously scan the voluminous every section and imprint numerous musical parts in their minds. though they'll forget some when a amount of your time, they'll still recall past recollections in later score reading coaching. When such continual coaching, students' memory ability is going to be considerably improved (Jia Shi, 21). Through the study of piano basic courses, students' performance ability is going to be more reinforced, giving birth to a decent enjoying foundation for children's

song accompaniment. It's a necessary talent for educational institution education students (He, 2020). Students ought to attach nice importance and try to be told and perceive the singing skills of the piano, which can greatly facilitate their future career development (Hong, 2020). Therefore, the utilization of piano plays a very important role in educational institution music teaching in universities (Zhiwei, 2020). Therefore, because the core course of educational institution education for faculty students, the piano foundation course should be target-hunting by the educational institution teacher profession (Jingxin, 2019)

Following the foundations of piano teaching, reforms ought to be strong in teaching content, methods, and ways to boost the market fight of educational institution education school students. (Wang, 2020a).

The literature during this article is from China National data Infrastructure, that is AN authoritative educational paper info in China. this text reviews 45 representative journal articles, specializing in this situation of piano basic course teaching and elaborating on the analysis standing of piano courses in educational institution education majors in Chinese universities. On the authoritative educational info CNKI in China, search keywords like educational institution education major and piano courses were entered, and a complete of 13424 papers were retrieved over the past vi years. in step with the Run chart of papers revealed over the years, the analysis on piano course of study in educational institution education has attracted a lot of attention within the past six years (Figure 1). However, with the happening of novel coronavirus, the rigor of analysis has been greatly reduced.

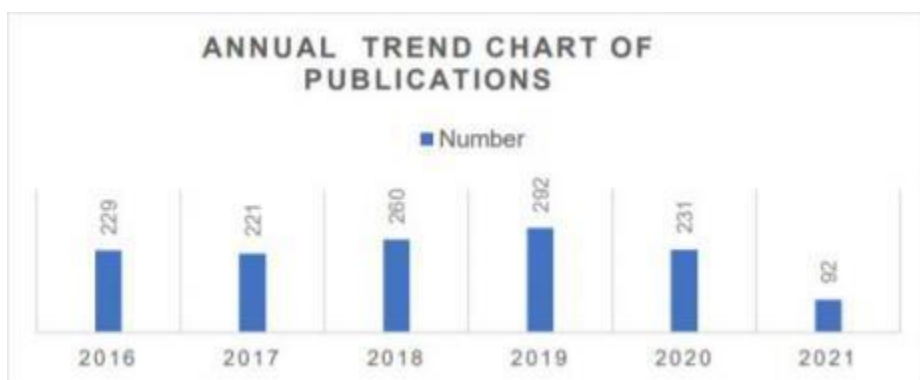


Figure 1 2016-2021 Paper publication trend chart (CNKI, 2021)

The main themes and percentages of past analysis area unit shown in Figure 2: 39% of researchers projected ways to regulate the present state of affairs in line with the policies of the Chinese Ministry of Education; 31% of researchers have reformed teaching ways to enhance students' learning efficiency; 13% of researchers advocate for the construct of aesthetic education, 9% believe that the main target ought to air taking part in nursery rhymes, and 8% explore multimedia system and on-line teaching.

**Distribution map of research topics**

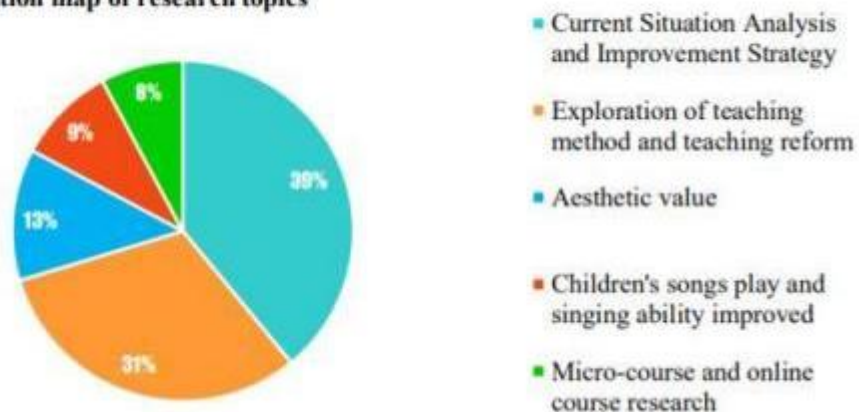


Figure 2 Distribution of main research topics (CNKI, 2021)

According to the information, in recent years, thanks to the importance stressed by the Ministry of Education of China on education, the analysis on the reform of basic piano courses for educational institution education majors in faculties and universities has bit by bit drawn attention. Piano academics have begun to connect importance to teaching reform, and to improve potency, they have unendingly explored the strategy of teaching students in keeping with their power.

#### 4.3 The Result of Documentation Review

##### THE STANDING QUO OF PIANO COURSES FOR EDUCATIONAL INSTITUTION EDUCATION MAJORS

The thirty journal articles reviewed in this paper highlighted the following important issues with piano courses for educational institution education majors:

##### STUDENTS' MUSIC FOUNDATION

In China, the colleges that educational institution education majors' area unit chiefly traditional universities and business education schools. The student's area unit principally graduates from less developed areas ( Jian, 2 0 2 1 ) . Music education in less developed areas is systematic, normative, and skilled, leading to a weak musical foundation for college kids. The survey showed that solely II Chronicles to three nothing of scholars had the flexibility to scan wireless scores, suggesting a serious lack of musical base for educational institution students. Students lack the foundation before faculty for information of music theory, instrumental performance, dance art, and music appreciation, not to mention the communicatory power and creativeness of music ( Liu & Li, 2019) .

##### THE TEACHING METHOD

The piano course is one of the basic courses of the music major. The weak foundation of scholars, monotonous pedagogy results in the massive accomplishment gap between students and their interest in piano learning isn't high ( Ning, 2020) . Music major piano courses and traditional major piano courses essentially follow the standard western "one-to- one" teaching ways (Penghong, 2019) . However, music and piano students square measure solely " teacher to students" , and therefore



the piano courses for different traditional majors essentially adopt the cluster or cluster room teaching mode (Ron, 2020) . In the room, because of the massive variety of scholars in every cluster, with just one teacher, thus the teaching kind is collective teaching, The entire cluster underneath the steering of 1 teacher, UN agency explains a way to play the music. Throughout the break, the teacher checks the scholar one- on- one check play, every student for about five minutes (He, 2020) . Such a teaching model saves time and solves the teacher shortage. However, due to the quality of the piano, the collective teaching impact is comparatively poor( Jiashi, 2021) . The standard piano pedagogy uses the “one- to- one” pedagogy, and therefore the method is the teaching mode of “teacher explanation-demonstration, performance- imitation, practice teacher correction practice” (Ru, 2019) .

Due to lack of communication and interaction, most academics will solely have teaching and demonstration, that affects students’ ability of freelance learning and expertise. Students bank an excessive amount of on academics, lack of learning initiative, and create mistakes in after class observe, resulting in poor quality and unskillfulness ( Yanxin, 2 01 8) . academics have done less analysis on some new teaching strategies, leading to boring piano lessons and poor room learning atmosphere ( Lili, 20 2 0) . There also are some issues within the teaching theme of piano courses, and therefore the course is biased towards talent coaching (Ning, 2020) .

However, it solely pays attention to the educational and cultivation of students’ piano performance skills, that solely explains the music information and usually ignores the cultivation of students’ comprehensive music quality, leading to low learning potency ( Jingxin, 2019) . CONTENT OF COURSES currently, there's additionally a spot between the limitations and the sensible implementation of the educational institution education skilled piano information within the teaching materials ( Xiaomin, 2 0 1 7 ) . In China, because of the piano is a western musical instrument, most of the courses principally use western piano music works, and the repertoire is comparatively monotonous and boring ( Yanyan, 2 0 2 0 ) , because of the students aren't at home with the western music and cultural background, thus it weakens the passion of scholars to

check (Bingjie, 2020) . And it's troublesome to use some western music works in music observe teaching ( Wu & rule, 2 0 2 0 ) . Boring finger observe has been a challenge for adult faculty students' finger skills, that weakens students' enthusiasm for learning to a sure extent ( Zhan, 20 2 1 ) . Piano learning for educational institution students belongs to the first piano learning stage, most of that are primary western piano. However, these textbooks ( Table 1) haven't been updated for an extended time and lack of interest (Jiashi, 2021) .

Table 4 Common teaching books

Finger exercises	Music composition Book
Elementary Instruction Book for the Pianoforte Op.101 (Ferdinand Beyer)	
Practical Method for Beginners on the Pianoforte Op.599 (Carl Czerny)	John Thompson's Modern course for the piano
The Virtuoso Pianist in Sixty Exercises for the Pianoforte (Chares-Louis Hanon)	

#### EXPLORATION OF THE EXISTING TEACHING PRACTICE

Through the review of literature, this paper found that with the social and skilled wants, additional piano academics majoring in educational institution education have begun to review and observe new teaching strategies like victimization western teaching strategies, ever-changing teaching mode, victimization multimedia system teaching tools and on-line micro- courses became common analysis, as a result of academics will facilitate and encourage future academics by discovering schoolroom ways ( Saimin, 2019) . Aiming at the teaching reform of piano course in educational institution education major, this paper selects and classifies three zero of the literature from the favored Orff method, Dalcroze method and the newest teaching methods:

Table 5 The authors and their 30 articles

Research topics	Number of research	Author and year of publication
Orff teaching method	10	Ying (2021); Zhiyi(2021);Sun Mengmeng(2020); Ni (2019); Jing (2019); Huan (2019);Biqiang (2019); Zhao Jing (2019); Honmin(2018); Yuanning (2018)
Dalcroze teachingmethod	10	Chen Ron (2020); Lili(2020); Jiawen (2020);Tong Xin (2018); Xiaoxia (2017); Ziwei(2017); Nie Rong (2017); Gu Li(2017); WangBei (2017); Chen Xu(2016)
Other methods	10	Jian (2021); Xiao Yao (2021); Tong (2021)Jing (2021); Zhen Na(2021) Wang Tong(2021);Nong Liying & Liao Chen (2021);Xucying(2020); Liyuan (2020); Chao (2020)

In piano follow and teaching, most lecturers tend to explore the 3 major music teaching methods: Dalcroze, Kodaly and pedagogue (Din, 2020) . Dalcroze music pedagogics is in the main teaching follow by exploitation the body rhythm, solo and impromptu music activities, and additionally includes visual music coaching for music training; The Kodaly teaching methodology emphasizes that music education ought to begin from preschool, music materials ought to be Hungarian people songs and singing games, and also the linguistic communication of music must be used as primary education (Bing, 2016) . This methodology focuses in the main on singing because the main music education methodology, with chanting courses. The pedagogue pedagogy

emphasizes original music that focuses on the events of the inner world and freely expresses the rhythm with its own body, language, and musical instruments (Jin, 2019) .

The systematic literature review during this paper discovered the proportion of analysis papers exploitation the on top of 3 ways ( Figure 3).

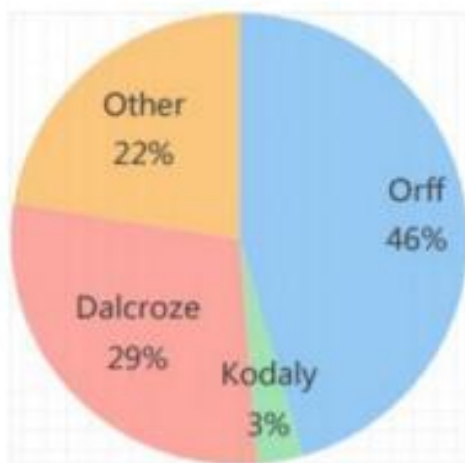


Figure 3 Research papers on music teaching from 2016 to 2021( CNKI, 2021)

## CHAPTER 5

### CONCLUSION AND SUGGESTION

It is evident that early childhood educators exert a substantial impact on the lives of youngsters, from birth through eight years archaic. At the same time, several instructional establishments could continue to face budget reductions that impact instructional programs, notably within the arts. Eliminating, reducing, and re- channeling monetary resources spent for fine arts instruction ranks high among the primary targets to ease or direct budgets for instructional establishments. This quandary could necessitate that generalists teach or supplement music instruction, despite having restricted or no coaching in music.

The findings of this study counsel that a one- semester faculty music ways course will boost babyhood pre- service teachers' confidence and competency to show music to young youngsters. This study supports the findings of different studies that advocate applied activities, like singing, listening, moving, and desegregation music with different subjects, as a primary information focus once coaching generalists (Bresler, 1993; Gifford, 1993; Propst, 1993; Saunders & Baker, 1991; Temmerman, 1997) . By structuring mastery expertise's within which pre- service generalists encounter music and gain sensible experience in teaching music to young youngsters, generalists increase their self- efficaciousness to show music to young youngsters and acknowledge the advantages of together with music as a complete a part of their course of study. together participant explains in her practicum reflection, " I ne'er would have thought I might have learned all this in one semester; however, it's positively been a life- ever-changing expertise, and that a recognize that it'll be teaching music once more. " Enhancing self- efficaciousness is the 1st step in serving to generalists to develop the right mix of skills, information and understandings necessary to show music ( Kretchmer, 2002; Buckner, 2008) . This study supports the importance of practicum expertise as a necessary part of Associate in Nursing experiential music ways course for generalists, a practicum that offers pre- service lecturers multiple opportunities to each observe in- service music specialists and teach music lessons to youngsters. Teacher education

literature substantiates they would like for field expertise in pre-service teacher coaching ( Ben- Peretz, 1995; McDonnough & Matkins, 2010; Tang, 2003; Zeichner, 2002).

Furthermore, performance of tasks throughout the sector expertise permits pre-service lecturers to own sensible personal expertise that contributes to the development of self- efficaciousness (Bleicher, 2007) . Bandura's ( 1986) stress that enactive attainment is that the most influential supply of self-efficacy data has vital implications for the self- sweetening model of tutorial accomplishment that contends that, to extend accomplishment, instructional efforts ought to specialize in raising students' feelings of self- price or of competency. This is typically accomplished through programs that emphasize building self- beliefs through verbal persuasion ways ( Pajares, 1 9 9 6) . Social psychological feature theory shifts that stress and focuses on a joint effort to lift competency and confidence primarily through productive expertise with the performance at hand, through authentic mastery experiences. Interventions may be designed consequently.

Teachers of music ways courses ar challenged with not solely delivering the music teaching ways, however conjointly rising teacher candidates' negative attitudes and anxiety toward music, and additional typically than not, teaching musical ideas. Instructor educators will structure curricula for music ways courses that specialise in each music content and music encounter (Swanick & Tillman, 1986; Swanick, 1988) . Music expertise and involvement are additional possible to result in intrinsic motivation, and ar thus central to each teaching and learning. Swanick ( 1988) explained this additional. Above all, music may be a social art, wherever taking part in and taking note of others is the motivation, the expertise, and the learning method. This is music education by encounter. Music isn't cleft into very little bits for the aim of apply or analysis, however conferred and brought as a full in a very total social context. (p. 95)

Given the music background of the academics and the time constraints of a one- semester course, coaching pre- service generalists to become extremely skillful musicians is simply inconceivable. Generalists ought to never be expected to switch

music specialists in providing the depth and consistency required to produce students with a properly sequenced and balanced music education. For that reason, it's vital that academics of music strategies courses for generalists try to:

(a) structure opportunities for pre- service academics to encounter purposeful music- creating experiences.

(b) give mastery experiences in teaching music to kids to assist build their music competency and confidence.

(c)The realistic expectations placed on generalists make them understand that their music teaching is valuable in education, although it may not be as in-depth or effective as professional teachers can provide. The four sources of self-efficacy even have implications for applications. The music teacher education unit faces the challenge of planning courses, which not only provide opportunities for pre-service scholars to develop skills, but in doing so, their motivation to teach music is built around the following aspects: (a) alternative professional knowledge (i.e. modeling and observation); (b) Physiological state (i.e., the sense of enjoyment and positive emotions once playing music); (c) Mastering experience (such as teaching music to children); (d) Verbal persuasion (i.e. encouragement and specific praise). Music teacher educators may not only use the sources of self-efficacy as a framework for setting the most necessary goals of a semester's curriculum, but instead collaborate to arrange room experiences where peers enhance their colleagues' skills in extremely similar ways.

This study is based on the analysis of Jeannerlet (1994; 1997) and takes the World Health Organization (WHO) as the research object to explore the confidence of preschool educators in showcasing music (see Chapters 1, 2, and 4). Through the construction of self-efficacy theory, it investigates the confidence and confidence of preschool educators in showcasing music (Bandura, 1977; 1997). The model of Jeannerlet (1997) is shown in Figure .



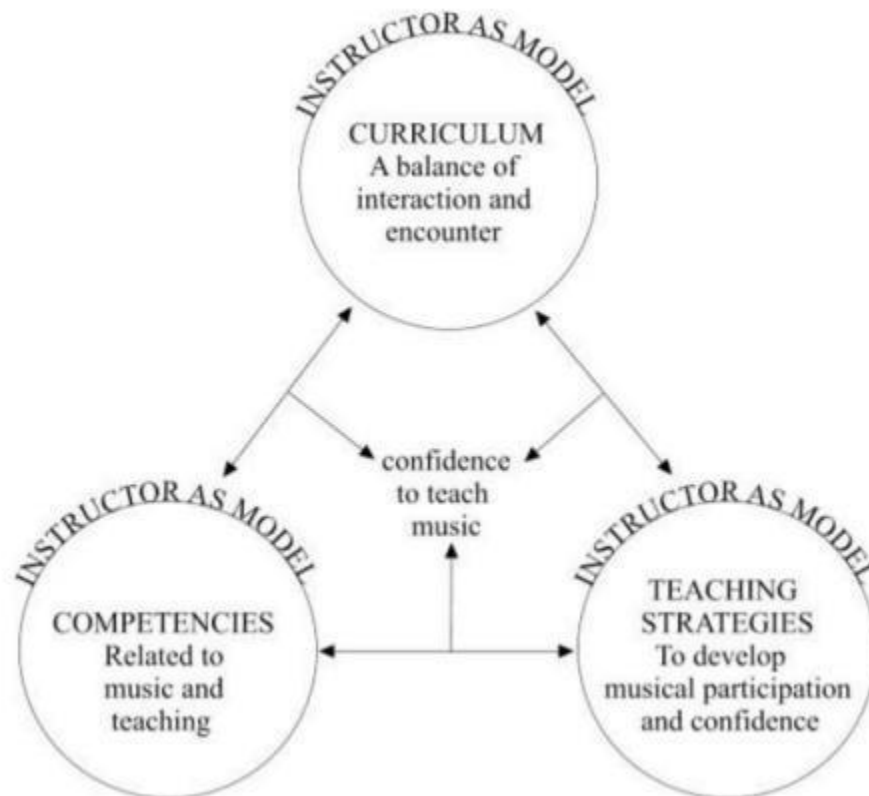


Figure 4 Music curriculum model for pre- service primary teachers (Jeanneret, 1997).

Note. From " Model for Developing Preservice Primary Teachers' Confidence to Teach Music," by N. Jeanneret, 1997, Bulletin of the Council for Research in Music Education, 133, p. 42 .

This study validated Jeanneret's model. Curriculum, teaching methods, and skill areas are fundamental elements of music courses that can enhance confidence. Given the results of this study, as a pre-employment scholar, Jenny Wright's music curriculum could also include a fourth element. The frequency statistics of students' narrative comments indicate that wise professional knowledge is the most important and powerful way to enhance their confidence in music teaching. Jeanneret's model combines the importance of the "mentor because of the model" for various elements of music courses. The research results indicate that the most common unit model in the tutorial area of university courses is targeted at various aspects of the program.



However, this study also reveals the importance of junior music experts as effective role models for versatile individuals. Students usually refer to the advantages of observant music experts to give them every idea and confidence, rather than just teaching music, but also becoming a comprehensive and effective teacher. Figure 6. A revised music curriculum model has been planned for teachers in pre-service education institutions.



Figure 5 Revised music curriculum model for pre- service early childhood educators.

#### Recommendations for Further Research

The results show that with the progress of the semester, the preservice educational {institution} teacher during this institution have developed the next sense of self-efficacy in music teaching. However, this is often the sole music technique course they have to get a degree, and it's troublesome to see whether or not this increase in confidence is short or long. Researchers hope that as a result of these lecturers have comparatively high confidence in teaching music at the tip of this semester, they'll bring

the self-efficacy of teaching music to their students' teaching internships and after become their 1st in-service teaching positions. Researchers of self-efficacy can have the benefit of a lot of long analysis to visualize however preservice teachers' self-efficacy is translated into the schoolroom after they enter the geographical point. A longitudinal study can facilitate determining areas wherever self-efficacy in music teaching is suppressed, sustained, or increased. supported this call, a a lot of in-depth analysis of the causes of those trends are often conducted and after function the premise for reforming future teacher education plans. lecturers with a high sense of teaching self-efficacy usually have a high degree of satisfaction with their support and preparation add pre-employment coaching (Woolfolk flatboat, Burke Spero, 2005).

If preservice lecturers cultivate the next sense of teaching self-efficacy throughout the coaching method, they're possible to bring this self-efficacy to the room and feel a lot of assured and capable of teaching. Similarly, the more they teach, the more assured and capable they become in doing this, which can improve their self-efficacy. one among the foremost difficult problems facing self-efficacy analysis is that the direction of relation and causative relationships. As an example, will self-efficacy drive the motivation to develop skills, or will developing skills and skills increase self-efficacy? The question of 'chicken or egg' has invariably been a crucial focus of the many self-efficacy studies (Pajares, 19, 96). Thanks to the interaction between human motivation and behavior, such issues are unlikely to be solved . Bandura's (1986) rationalization is his ternary reciprocity theory, that refers to the interaction and influence of behavior, personal influence, and setting. Self-effectivity as a private issue conforms to the ternary interaction model. Ability beliefs influence behavior by influencing somebody's task decisions, efforts, and determination. At identical time, behavior will reciprocally influence individuals' perception of self-efficacy, as success or failure in specific tasks will cause bound beliefs, attitudes, or psychological feature ways for future behavior. However, through the impact of self-efficacy beliefs on human useful decisions, efforts, and persistence, it's potential to raised perceive the conditions underneath that self-efficacy beliefs act as causative factors. supported the hypothetical

sources of effectiveness data, different strategies, verbal persuasion, completely different performance feedback, social comparison data, and/or manipulation of task complexity are often accustomed amendment beliefs. Nowadays, typical procedures for testing the multiple relationships between self-efficacy, different psychological feature structures, and performance achievements in causative models' area unit enhancements to less complicated analyses. However, to realize a deeper understanding of the causative effects of self-efficacy, these procedures ought to be designed for longitudinal or continual measurements. For teacher educators, lower teaching self-efficacy scores could attract attention as preservice generalists enter the room. During this sample, the perception of self-efficacy in music teaching by 2 students at the top of the course was a lot less than the sample average. Though their self-efficacy scores improved from the start to the top of the semester (i.e. forty to fifty nine points; thirty two to sixty points), they didn't have excessive confidence in teaching music. These students according that they'd had music experiences before the course and overall lacked confidence. At the top of the semester, these 2 students began to question their ability to become lecturers because of they'd no confidence in any of their strategies or courses. The sources of this discovery embrace MBS and narrative comments from cluster interviews and reflective writing. If a lower self-efficacy score is troublesome to boost, then pre job generalists could enter the geographical point with a lower self-efficacy in music teaching. lecturers with low self-efficacy area unit a lot of possible to own negative emotions regarding their teaching, have a slender read of problem-solving, and believe that their scenario is tougher than the scenario. every negative feeling will exacerbate stress and increase teachers' sense of fatigue (Pajares, 1.96). the way to improve the low self-efficacy of preservice lecturers is a locality that must be studied in future analysis. The results of this study indicate that in experiential music methodology courses, pre-service lecturers observe music consultants and teach music to youngsters in spot environments, that helps to boost their self-efficacy in teaching music.

Future analysis could obtain similar studies at different universities to work out whether the results are often replicated. The restrictions of this study give extra recommendations for future analysis during this field.

On the idea of previous analysis, this study takes the supply of self-efficacy because the start line and strengthens the tiny foundation of analysis on self-efficacy in music teaching. This chapter additionally provides some insights and {methods and techniques} to help music academics and educators in coming up with and teaching a music method course, within which preservice generalists will develop and improve their self-efficacy in music teaching. Pre employment generalists sometimes have virtually no sensible or theoretical background in music in university music ways courses, and solely gain a brief learning expertise to develop some skills. The results of this study show that in an exceeding semester of learning, it's potential to boost the arrogance and skill of preservice educational institution teacher to show music. during this sense, the results of this study show however necessary it's to cultivate their temperament to show music (i.e. self-efficacy) and skills (i.e. ability) if the preservice generalists need to cultivate the flexibility required to produce future students with enough music opportunities. Music courses offered for educational institution educators ought to offer opportunities for trained academics, not solely to develop their skills, but additionally to cultivate their motivation to show music. The course structure will embody the subsequent components: (a) balance between music teaching and music communication; (b) Teaching methods to involve students in music activities; (c) the flexibility to have interaction in music work and teach music; And (d) position atmosphere, wherever pre-service academics gain sensible expertise teaching music to kids. In summary, these elements could facilitate improving students' self-efficacy in music teaching. every of those elements emphasizes the importance of sensible expertise in building confidence in music teaching.

Music expertise and participation are a lot of doubtless to come up with intrinsic motivation, so they're the core of teaching. The self-efficacy theory is the foundation of this study. Providing cultivating generalists to show music could be a

difficult task for a 1 semester university methodology course, the results of this study recommend that self-efficacy theory will function as a potential framework for future analysis. exploitation self-efficacy theory to put the inspiration for future analysis on instructor education will cause a lot of pregnant conclusions on a way to best cultivate generalists and teach music



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APPENDIX

## Appendix details

### 1. Survey and interview outline expert argumentation table

This study selects a higher vocational college where the author is located. After investigation, comparison and analysis, the teachers, students of 2021 are selected as the research objects. The purpose of this study is to test explore find out the problems in the teaching scheme of preschool education major in higher vocational colleges, and put forward corresponding solutions objectively, so as to move forward in a scientific and reasonable direction.

(1) The questionnaire survey results show that students are interested in music playing and singing courses. Among the respondents, only 27% of the students indicated that they were not interested in music playing and singing courses, and 73% of the students indicated that they were interested in music playing and singing courses. From the survey data, we can see that students are more interested in music courses, but less interested in music courses. And we all know that "interest is the best teacher". If a student is not interested in a certain subject, his grades will naturally not be particularly outstanding. After having interest, students' learning and teachers' teaching effect have been significantly improved.

(2) the ability to play and sing music is very strong. In Figure 4-2 below, we can find that 82% of the students think that their piano playing and singing ability is very strong, and 18% of the students think that their piano playing and singing ability is poor. In the teaching process, teachers also find that students' confidence is generally high.

Table 4-2 Statistical Table of Students' Learning Ability

Option	Sum	Ratio
I have a strong ability to	Conform	82%
play and sing with the piano	Not Conform	18%

(3) Good study habits in class, correct learning attitude. Besides students' interests and abilities, learning attitudes and habits are also very important. Good habits will have a positive effect on learning, while bad habits will have a negative effect. In Figure 4- 3 below, we can find that 89% of students think that they are highly concentrated in class and rarely wander. 11% of the students think that they are not highly concentrated in class. According to the survey data, more than half of the students have good study habits, but there are still a small number of students who are inattentive, which teachers need to pay attention to in the teaching process.

(4) Table 4-3 Statistical table of students' study habits

Option	Sum	Ratio
In piano lessons,	Conform	89%
my thoughts are highly concentrated	Not Conform	11%

VITA

