

THE STRATEGIES OF TEACHING BASIC PIANO COURSES FOR PRESCHOOL EDUCATION MAJOR IN CHINA

Lin ZiXuan^{1,2} & Karthiyaini Devarajoo²
¹*Guangxi College for Preschool Education, China*
²*Infrastructure University Kuala Lumpur, Malaysia*

ABSTRACT

In China, preschool education is the foundation of school education and lifelong education, and an important part of the national education system. Therefore, the training of preschool education majors, who are going to be teachers in the future, are very critical. At present, according to the needs of local social and economic development, preschool education majors in colleges and universities in various regions of China are constantly exploring vocational talent training models and teaching curriculum systems, so as to comprehensively improve the quality of vocational talents and social service ability. Piano course is a compulsory skill course for preschool education majors, but the low efficiency and poor quality of piano course for preschool education majors cannot meet the national vocational demand, which hinders the all-round development of students' vocational skills. This paper presents a systematic literature review (SLR) of the current pedagogy used in the basic piano curriculum for preschool education majors in China, and highlights some improved methods to promote piano teaching through reflective teaching. It aims to provide a reference for the piano teaching reform, so as to promote the development of the piano teaching system, and comprehensively improve the students' piano performance level and artistic quality.

Keywords:

preschool education major, piano education, piano teaching, Dalcroze, Orff

INTRODUCTION

In China, preschool education is mainly to cultivate good ideological and moral quality and physical and psychological quality to systematically master the basic theory and professional knowledge and modern preschool education skills (Ru, 2019). With high professional ability to engage in preschool education and management, cultivate applied talents with morality, intelligence, sports and beauty (Tang Siyu, 2016), can adapt to the needs of social development and reform, and can be competent for the teaching and management of early education institutions (Jiang, 2020). College students majoring in preschool education in China are employed as full-time kindergarten teachers after graduation.

Training teachers to become excellent talents is an important prerequisite for the development of quality education (Mustapha, 2019). Preschool education is the beginning of lifelong learning experience and an important part of the national education system (Jian, 2021). However, preschool education remains a weak link in China's basic education system (Yuan, 2019). The overall level and specialization degree of kindergarten teachers are not high, and the state has forward-looking requirements for the development of preschool education (Wang, 2020a). Therefore, it has become an urgent demand of the whole country, the society and parents to promote the overall quality of preschool teachers and the continuous improvement of the professional level of preschool teachers (Qiondan, 2021).

As China enters a new stage of development, it is imperative to achieve high-quality development of vocational education, in support of the 14th Five-Year Plan. The Ministry of Education of China has added some key points of work to the previous basis to promote the upgrading and transformation of vocational education majors :

a. Build a vocational education system with Chinese characteristics for a new era ; b. promote the quality and innovative development of higher education ; c. deepen education and teaching reform, improve the teaching and research work system, strengthen physical education and aesthetic education, and implement the measures to improve vocational skills ; d. In pre-vocational education and vocational training, related contents such as scientific quality and work safety. We will integrate vocational education, employment training, and skills improvement.

In the thirteenth Five-Year Plan (2016-2020), the Ministry of Education attaches great importance to the training of preschool education majors. At present, there are 51 independent preschool normal colleges in China, 23 of which are newly established between 2016 and 2020, mainly with secondary vocational and higher vocational degrees (China Ministry of Education, 2016). The Ministry of Education of China has made it clear that it should focus on cultivating the practical ability and professional skill of preschool teachers, and improve preschool education level by improving the ability level of preschool teachers.

In 2018, the Ministry of Education of China issued a number of regulations on the construction of preschool education courses, in order to improve the preschool education system, among which there are the suggestions on teaching methods and teaching: (1) “Student-centered”, integrate the actual needs of curriculum teaching, flexibly use various teaching methods, stimulate students’ interest in learning, improve teaching effect and quality; (2) implements various forms of “middle school, middle teaching” teaching mode, to help students expand more knowledge, solve learning confusion, enhance learning awareness, improve independent learning ability (China Ministry of Education, 2018).

The piano course, as a compulsory course of skill learning for preschool education majors, aims to train preschool teachers to demonstrate skilled basic piano skills and accompaniment skills, applicable to their professional needs, and to adapt to the requirements of the changing society (Dai, 2019). Piano education belongs to the classification of music education, and the essence of piano education is music quality education (Wang, 2020a). Through learning, performance, appreciation of piano works and other teaching methods, piano education brings students into a true, kind and beautiful art world. It allows students to be influenced by aesthetic education, stimulate their emotions, develop noble emotions and aesthetic taste, improve personality and improve overall quality (Wang, 2020b). This enhancement in the quality of learning supports the Ministry of Education of China’s 2018 regulation to stimulate students’ interest in learning, improve teaching effect and quality.

THE IMPORTANCE OF PIANO COURSES FOR PRESCHOOL EDUCATION MAJORS

With the development of China’s market economy and the continuous improvement of people’s overall living standards, the piano has become an important tool for ordinary families to cultivate children’s interest (Wang, 2020b). Piano cognition and learning are becoming more and more extensive, which brings a certain impact on the piano skills requirements of kindergarten teachers (Jiashi, 2021).

The piano basic course is a compulsory course in the training of preschool education majors. The foundation of piano performance is a necessary vocational skill for preschool education majors. According to Ru (2019), piano learning can promote students to form good intonation and inner hearing, enhance music performance, so that students can accurately grasp various music images (Ru, 2019). Learning piano not only enables students to master the correct piano playing skills, but also enables students to expand their horizons in the music works and improve their aesthetic taste. Through the piano performance training, students can enhance their coordination ability and enhance students’ listening ability (Hong, 2020)

Learning the piano in preschool education majors can effectively strengthen students' memory ability. In the actual teaching training, after students carefully read the score of each section, they can print various music elements in their minds. Although they will forget some after a period of time, they can still recall the past memory in the subsequent score reading training. After repeated practice, the students' memory ability will be significantly improved (Jiashi, 2021)

Through the learning of basic piano courses, it is a necessary skill for students majoring in preschool education to further strengthen the students playing ability and lay a good playing foundation for the accompaniment of children's songs (He, 2020). Students should attach great importance to it and should learn hard to master and understand the singing skills of the piano, which will be of great help to their future career development (Hong, 2020). Therefore, the use of piano plays an important role in preschool music teaching for college students (Zhiwei, 2020).

At present, vocational demand is the core of the training goal of higher vocational preschool education, and the ultimate goal is professionalism and training applied talents to meet social needs (Ru, 2019). Therefore, as the core course of preschool education college students, the basic piano curriculum must be guided by the occupation of preschool teacher (Jingxin, 2019). On the basis of following the rules of piano teaching, the reform should start from the teaching content, teaching methods, teaching methods and many other aspects. In order to improve the market competitiveness of preschool education college students, so that students have smooth employment (Wang, 2020a). The literature collected in this paper is from China National Knowledge Infrastructure (CNKI), which is an authoritative database of academic papers and theses in China. In this paper, 45 representative journal articles were reviewed to highlight the current pedagogies used in teaching the basic piano course, and to derive at a clear statement of the status quo of piano curriculum research in preschool education majors in Chinese universities.

In recent years, the Ministry of Education of China has put forward many policies and suggestions on the talent training of preschool education majors. On CNKI, an authoritative academic database in China, the following search keywords i.e., preschool education major, piano course were keyed in. A total of 13,424 papers in the past six years resulted in the search. From the trend chart of papers published over the years, the study of piano courses in preschool education has been attracted with much attention in the recent past 6 years (Figure 1). However, as a result of the Novel Coronavirus outbreak, the research rigor has decreased.

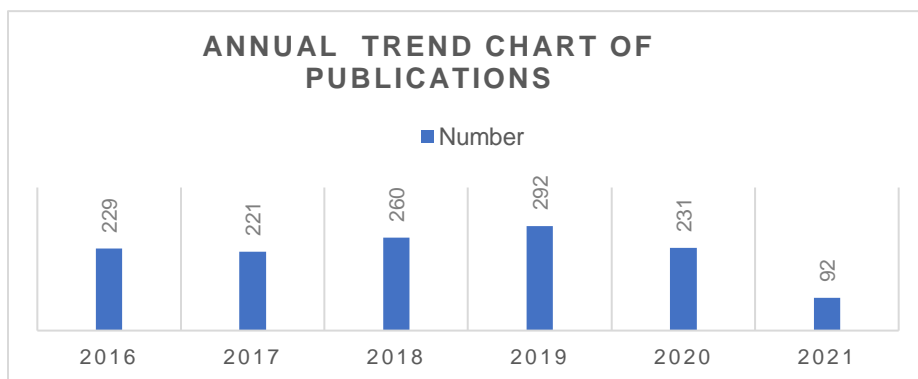


Figure 1 : 2016-2021 Paper publication trend chart (CNKI, 2021)

The main themes of past studies and percentage of that studies are the presented in Figure 2: 39% of researchers put forward the strategy to adjust the status quo stated that according to the policy of the Chinese Ministry of Education; 31% of researchers, in order to improve the students' learning efficiency on teaching method reform, put forward the use of western music in the piano teaching

method; 13% of the researchers advocate the concept of aesthetic education and emphasize the value and importance of aesthetic education to students, 9% of them believe that the focus should be on playing children's songs, and 8% of the researches explores multimedia and online teaching.

Distribution map of research topics

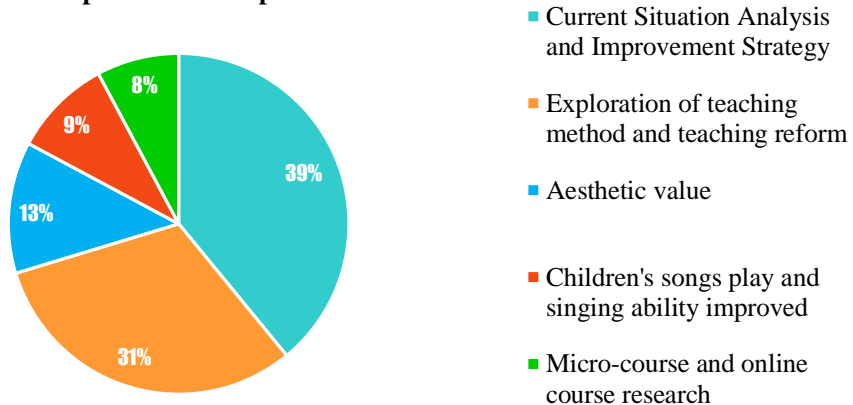


Figure 2 : Distribution of main research topics (CNKI, 2021)

According to the data, in recent years, due to the importance emphasized by the Ministry of Education of China on vocational education, the research on the reform of basic piano courses for preschool education majors in colleges and universities has gradually drawn attention. Piano teachers have begun to attach importance to teaching reform, and in order to improve efficiency, they have continuously explored the strategy of teaching students according to their aptitude.

THE STATUS QUO OF PIANO COURSES FOR PRESCHOOL EDUCATION MAJORS

The 30 journal articles reviewed in this paper highlighted the following significant problems with piano courses for preschool education majors:

STUDENTS' MUSIC FOUNDATION

In China, the schools that preschool education majors are mainly normal universities and vocational education colleges. The students are mostly graduates from less developed areas (Jian, 2021). Music education in less developed areas is systematic, normative and professional, leading to a weak musical foundation for students. The survey showed that only 2% to 3% of students had the ability to read wireless scores, suggesting a serious lack of musical base for preschool students. Students lack the foundation prior to school for knowledge of music theory, instrumental performance, dance art, and music appreciation, let alone the expressive power and creativity of music (Liu & Li, 2019). This poses a great challenge for the career orientation of preschool majors-training qualified kindergarten teachers (Zhang, 2019).

THE TEACHING METHOD

The piano course is one of the basic courses of the music major. Weak foundation of students, monotonous teaching method result the large achievement gap between students and their interest in piano learning is not high (Ning, 2020). Music major piano courses and normal major piano courses basically follow the traditional western “one-to-one” teaching methods (Penghong, 2019). But music and piano students are only “teacher to students”, and the piano courses for other normal majors basically adopt the group or group classroom teaching mode (Ron, 2020). In the classroom, due to the large number of students in each group, with only one teacher, so the teaching form is collective teaching, The entire group under the guidance of one teacher, who explains how to play the music. During the break, the teacher checks the student one-on-one check play, each student for about 5 minutes (He, 2020). Such a teaching model saves time and solves the teacher shortage. However, due to the particularity of the piano, the collective teaching effect is relatively poor (Jiashi, 2021).

The traditional piano teaching method uses the “one-to-one” teaching method, and the process is the teaching mode of “teacher explanation-demonstration, performance-imitation, practice-teacher correction practice” (Ru, 2019). Due to lack of communication and interaction, most teachers can only have teaching and demonstration, which affects students’ ability of independent learning and experience. Students rely too much on teachers, lack of learning initiative, and make mistakes in after-class practice, leading to poor quality and inefficiency (Yanxin, 2018). Teachers have done less research on some new teaching methods, resulting in boring piano lessons and poor classroom learning atmosphere (Lili, 2020).

There are also some problems in the teaching scheme of piano courses, and the course is biased towards skill training (Ning, 2020). However, it only pays attention to the learning and cultivation of students’ piano performance skills, which only explains the music knowledge and often ignores the cultivation of students’ comprehensive music quality, leading to low learning efficiency (Jingxin, 2019).

CONTENT OF COURSES

At present, there is also a gap between the limitations and the practical implementation of the preschool education professional piano curriculum in the teaching materials (Xiaomin, 2017). In China, because the piano is a western musical instrument, most of the courses mainly use western piano music works, and the repertoire is relatively monotonous and boring (Yanyan, 2020), because the students are not familiar with the western music and cultural background, so it weakens the enthusiasm of students to study (Bingjie, 2020). And it is difficult to use some western music works in music practice teaching (Wu & Yang, 2020). Boring finger practice has been a challenge for adult college students’ finger skills, which weakens students’ enthusiasm for learning to a certain extent (Zhan, 2021).

Piano learning for preschool students belongs to the primary piano learning stage, most of which are primary western piano. However, these textbooks (Table 1) have not been updated for a long time and lack of interest (Jiashi, 2021).

Table 1: Common teaching books

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

EXPLORATION OF THE EXISTING TEACHING PRACTICE

Through the review of literature, this paper found that with the social and professional needs, more piano teachers majoring in preschool education have begun to study and practice new teaching methods such as using western teaching methods, changing teaching mode, using multimedia teaching tools and online micro-courses have become popular research, because teachers can help and inspire future teachers by discovering classroom strategies (Saimin, 2019).

Aiming at the teaching reform of piano course in preschool education major, this paper selects and classifies 30 of the literature from the popular Orff teaching method, Dalcroze teaching method and the latest teaching methods:

Table 2: The authors and their 30 articles

Research topics	Number of researches	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 teaching method	10	Chen Ron (2020); Lili (2020); Jiawen (2020); Tong Xin (2018); Xiaoxia (2017); Ziwei (2017); Nie Rong (2017); Gu Li (2017); Wang Bei (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); Xueying (2020); Liyuan (2020); Chao (2020)

In piano practice and teaching, most teachers tend to explore the three major music teaching methods: Dalcroze, Kodaly and Orff (Din, 2020). Dalcroze music teaching method is mainly teaching practice by using the body rhythm, solo and impromptu music activities, and also includes visual music training for music training; The Kodaly teaching method emphasizes that music education should start from kindergarten, music materials should be Hungarian folk songs and singing games, and the native language of music needs to be used as primary education (Bing, 2016).

This method focuses mainly on singing as the main music education method, with vocal music courses. The Orff pedagogy emphasizes original music that focuses on the development of the inner world and freely expresses the musical rhythm with its own body, language, and musical instruments (Jin, 2019).

The systematic literature review in this paper revealed the percentage of research papers using the above three methods (Figure 3).

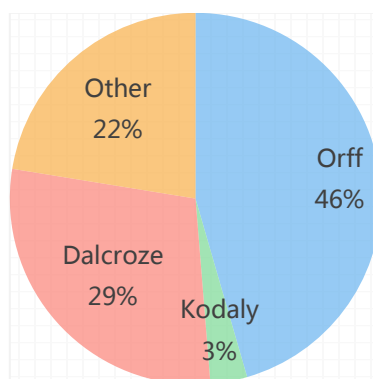


Figure 3: Research papers on music teaching from 2016 to 2021(CNKI, 2021)

ORFF MUSIC TEACHING

At present, in the basic piano course of our country, most researchers choose Orff music teaching method as the teaching reform strategy. 10 relevant literature are selected for this study. Teachers mainly take percussion instruments as auxiliary, paying attention to students' rhythm practice, in order to stimulate students' creativity, and with the help of Orff's rich training and teaching materials, carry out classroom practice, which can help students to integrate momentum into music appreciation, to improve students' musical quality (Ni, 2019).

Orff's teaching method is mainly based on rhythm training. Some teachers pay attention to classroom practice on rhythm training, improve students' music perception through rhythm training, and integrate music and actions to enhance students' musical imagination (Jing, 2019). In preschool education professional piano class using Orff teaching method, through the Orff teaching method, changes the previous "teacher model, students imitate" teaching model (Huan, 2019), takes small class, improves teaching quality and efficiency, improves teachers' overall quality, perfects teaching evaluation, comprehensively assesses students learning effect releases students' music potential (Ying, 2021), adopts students to the current social demand of innovative, applied talents, and lays the foundation for the future career needs (Zhang, 2018).

Li (2018) assert that from the aspect of innovation the core of preschool education major piano curriculum should be improvisation, improvisation can develop students' creative ability (Li, 2018), this coincides with Orff teaching that "improvisation is the oldest, the most natural form of music, is the most direct form of emotional display", in the classroom based on rhythm, reading, combination with action, use of Orff musical instrument, music ability training, improvisation and other form (Biqiang, 2019).

Some scholars also analyzed the advantages of Orff for piano courses of preschool education majors from the perspective of humanistic thoughts. The "humanistic thought" of Orff teaching method is very suitable for teaching preschool education majors piano collective lessons, but will train the momentum used in piano teaching has a great influence on students' enthusiasm and practicality of learning the piano (Zhao, 2019). Orff teaching method from the students' point of view, through students' personal experience, it has application value in cultivating students' personality and creative ability (Sun, 2020).The piano instructor flexibly applied Orff teaching method in the group

class, guided students to realize self-improvement in the integration of language, movement and music, improved students' participation, and solved the problems students encountered in learning (Zhiyi, 2021).

This kind of practical inquiry is mainly the cultivation of music rhythm and quality, with teaching method and piano skills learning separately. It has certain limitations for preschool education majors with less time to learn piano, which may lead to the failure to complete the teaching goals on time.

DALCROZE MUSIC TEACHING METHOD

This study collated the literature of 11 researchers advocating the use of Dalcroze method in piano teaching.

At present, China's research on Dalcroze mainly focuses on the field of music education, most of which summarizes the idea, theory and content of Dalcroze state rhythm teaching method (Xiaoxia, 2017). In piano teaching, mainly to introduce the basic theory of Dalcroze teaching method, we discuss the inefficient student piano course teacher and a monotonous teaching method (Ziwei, 2017), and propose that the use of teaching method in the Dalcroze process can stimulate students' interest, improve students' learning efficiency, and enrich teachers' teaching methods (Jiawen, 2020). Studies by 4 researchers examine in detail the body rhythms of the Dalcroze method, For example, the characteristics of music and physical relationship and physical rhythm training, then analyzes of the problems of piano teaching in higher vocational preschool education, and finally proposal of a relevant strategy to help the future teaching work (Lili, 2020). Nie Rong's thesis introduce the origin and development of Dalcroze , Orff posture rhythm teaching method to study and observation classroom, It is hoped that the training of body rhythm will enable students to better understand and express musical emotions and enrich their teaching methods (Nie, 2017). Chen Ron's PhD thesis explains the relationship between action and music, the expression of action in music learning, and analyzes the value and significance of motion perception for auditory learning. In the thesis, comparing the two theories of "Laban human dynamic rhythm" (Ron, 2020, p.48) and "Dalcroze state rhythm teaching method" (Ron, 2020, P, 96), the study reveals the importance of "conscious reflection" (Ron, 2020, p.114) for music learning. It is clarified that the combination of action and music can strengthen the physical and mental connection, and implement concrete music learning to promote personalization and overall participation. The thesis explores how action provides material guarantees for examining the sensory quality of music and its relationship with music knowledge, how it turns our attention and interest to student life experiences associated with music practice, finally concluding that music learning can beneficial utilize the overall physical experience, and physical participation can experience and express musical emotions (Ron, 2020).

In addition, four researchers explored the development of Dalcroze teaching method on students' aesthetic interest in piano class from the concept of aesthetic education. Tong (2018) believes that Dalcroze's body rhythm teaching focuses on experience prior to cognition, making music the means of shaping personality and enhancing aesthetic appreciation (Xin, 2018). Chen (2016) pointed out in his research that the impromptu accompaniment of Dalcroze teaching is of practical significance to piano class, and the Dalcroze teaching concept is unified with the concept of Chinese music education, which meets the practical requirements of piano courses for Chinese preschool education majors (Xu, 2016). Researcher Guli (2017) pointed out that Dalcroze teaching method enables students to better master music elements and improve students' aesthetic ability. Using Dalcroze teaching method in class can stimulate students' creative ability and collaboration ability (Guli, 2017). In Wang (2017) research, he explored integrated classroom and found that Dalcroze can enrich students' aesthetic ability in training and has strong practicality (Bei, 2017).

OTHER TEACHING METHODS

In this study, 9 researchers focused on their curriculum reforms in terms of curriculum settings or methods. Through practical application and problems combined with investigation and interviews, he effectively promoted the improvement of learning interest, independent inquiry ability and comprehensive ability. For the problems of cooperative study, Jian (2021) confirmed the availability of the teaching method.

Researchers also conducted research in the teaching mode and assessment, putting forward that the piano skills training in the basic piano courses of preschool education majors should be standardized and unified, and the teaching mode can be divided into large and small classes with individual groups (Yanan, 2018). Xiao (2021) proposed stratified teaching, which can not only optimize the current teaching mode and promote the communication between teachers and students, but also cultivate students' teaching practice ability (Yao, 2021). Some researchers put forward the modular curriculum construction, integrating the knowledge and skills of music teaching into the basic piano performance content system of preschool education, and finally making students have the ability to organically use all kinds of new teaching methods to carry out teaching through relevant teaching (Xueying, 2020). Teachers of preschool education majors should avoid the traditional monotonous teaching methods, and instead, special lectures and open classes are to be held to promote the development of students' professional skills (Tong, 2021a), build objective and scientific evaluation results from many aspects of students' mid-term investigation and educational internship, and finally form objective and scientific evaluation results, so as to comprehensively improve students' piano playing ability (Linyue, 2020).

In order to keep pace with the times, flipped classroom, also known as "inverted classroom", is used to optimize and adjust the time inside and outside the classroom, so that students have the right to decide on learning. The flipped classroom was first used in the educational practice of western military academies. Teachers send relevant materials to students before class and require students to learn independently. In the formal teaching stage, a series of discussion activities between teachers and students are organized to solve problems together in communication and interaction (Chao, 2020). This method effectively strengthens the implementation of the piano teaching reform, regulates the time inside and outside the classroom, shifts the learning decision from teachers to students, promotes the thorough transformation of the role of teachers and students, and constructs a stable and intimate teacher-student relationship, but lacks improvement in students' piano performance and musical performance.

With the "Internet +" mode into Chinese industries, college education also follows the trend, updates teaching ideas and teaching methods (Na, 2021). The use of Internet teaching and micro teaching enriches the classroom content, improves the enthusiasm of learning for students to learn piano technology and understand music knowledge (Jing, 2021). Online courses are convenient and fast, but there are also certain limitations to the learning of piano skills. Students lack real experience of precise finger key requirements and the use of physical strength, which may produce wrong playing methods, thus adding obstacles and repetition of learning.

Due to the market and vocational demand-oriented approach, the OBE (Outcome-Based Education) teaching concept has emerged in the vocational education curriculum reform in China in recent years. The significance of OBE is to challenge the subject system itself and take students' employment needs as the final output goal, and the whole curriculum learning process revolves around this goal (Nong & Liao, 2021). In the piano discipline of preschool education, there is the division of knowledge points and technical points and the arrangement of learning process (Tong, 2021). This teaching concept not only grasps the piano playing technology and knowledge, but also is able to timely teach according to their own conditions.

Through the analysis of literature, it is clear that preschool education professional piano course problems basically exist in students, teachers and teaching methods, and the research mainly focuses

on improving students' playing skills and music quality, most are conceptual theoretical analysis, lack of practical application and data demonstration, there are still certain limitations.

SUGGESTED TEACHING STRATEGY

Through the analysis and induction of previous studies, 10 researchers believe that Dalcroze is the best application in piano courses of preschool education majors. They are based on the practical teaching experience, the integration of western teaching method and piano skills. The effective combination of learning helps improve students' interest and comprehensive quality.

TEACHING METHOD

This researcher believes that Dalcroze music teaching method is suitable for students majoring in preschool education, because this teaching method can train students' comprehensive music ability and meets the training and development requirements of the Ministry of Education for preschool education majors. Moreover, positive emotions can make learning more effective and interesting, while negative emotions can hinder learners' progress (Mustapha, 2018).

Table 3: From the Ministry of Education of China on the training of students majoring In preschool education (Araneda, 2019).

Chinese Ministry of Education training Guide	Basic concepts of Dalcroze teaching method
Student centered	Dalcroze teaching method focuses on the inner feelings of students must know how to analyze and interpret music, and pay attention to the joint perception and expression of music rhythm, hearing, expression and emotion.
Take the initiative to construct knowledge	Dalcroze teaching method advocates students for the active construction of music. Music is closely related to the movement changes of time, space and power. Students construct and express music according to their own feelings and experience.
Strengthen students' social ability	Dalcroze states that body rhythms themselves have unlimited creativity, and this means of communicating and communicating through action is a life skill that one must learn.
Cultivate students' situational thinking	In the Dalcroze teaching method, students need to follow their sound changes and present different states and situations.
Strengthen the students' coordination ability	Dalcroze's physical rhythm course, starting from walking, to find the natural balance and steady rhythm sense, emphasizing the coordinated development of students, physical rhythm class is unique in the combination of structural elements (rhythm, rhythm, rhythm, texture, phrases and form) and aesthetic elements (dynamic, nuance, clarity and emotion)
We will comprehensively develop our comprehensive capacity	Dalcroze teaching method emphasizes the development of "inner hearing", from the development of inside to outside, driving the all-round training of body, heart and brain, so that students can better experience music.

From the perspective of modern education, this teaching method is more in line with the current educational concepts, which has attracted widespread attention. There are three points of Dalcroze music pedagogy, namely the emphasis on improvisation, the combination of rhythm and posture, and playing learning patterns (Jiawen, 2020).

TEACHING CONTENT

In terms of the selection of teaching content, due to national policies and teaching experience, most researchers tend to localize music teaching. First of all, The Ministry of Education of China highly emphasizes the inheritance and development of traditional Chinese culture in education reform. As the key to China's education system, universities and colleges have an important role in the spreading of traditional Chinese culture in the teaching process. Therefore, in recent years, various universities in China have paid more and more attention to the teaching of ethnic music. Secondly, students are supposed to have a strong ability to accept and learn from their own culture, which can also be used in their future music teaching activities.

The study of national music has a profound significance to teaching which are:

THE EXTENSIVE SPREAD OF NATIONAL CULTURE

Traditional culture and folk music are neglected in the piano learning, and piano art. However, as an important means of communication of music art, is inseparable from the spread of traditional Chinese music culture (Jingwen, 2021). The primary stage of piano learning is a period of establishing a strong national consciousness and taking powerful steps for the spread of Chinese folk music (Luo, 2018).

THE INTEGRATION OF CHINESE CULTURE AND WESTERN CULTURE

The charm of Chinese traditional music works lies in its connotation and implicit feeling, which can give appreciators the feeling of beauty, By combining with the Dalcroze teaching methods, it not only increases the students' enthusiasm for participation, but also improves the teaching effect and consolidates the cultural learning of the nation (Biejia, 2020), Promote the inheritance and innovation of national piano music (Wu & Yang, 2020), On the basis of western piano education, combining with Chinese traditional folk music culture, the piano teaching mode with Chinese characteristics is created to promote the further development of Chinese music art and to show the charm of Chinese music culture (Luo, 2018).

REDUCING LOCAL CULTURAL CRISIS

The integration of folk music and music education can help students establish correct and positive values and improve their core quality. This is an effective way to train high-quality talent (Wan Wei, 2021), and the inclusion of Chinese folk music content in piano teaching helps to upgrade teaching reform and cope with the cultural crisis (Biejia, 2020).

CONCLUSION

This study refers to, reviews and analyzes 45 research papers on the piano courses in preschool education major in the past six years, identified the status quo and problems of piano courses in this major. The analysis shows that the reform of piano teaching in colleges and universities in China is necessary. However, due to the lack of data demonstration, practical teaching still has some limitations, and it is also relatively lacking in China's national piano teaching research.

AUTHORS BIOGRAPHY

Lin Zixuan is a piano lecturer in Guangxi College for Preschool Education. She mainly teaches piano lessons to preschool education major students. *Email: dongshuaiyouhua@qq.com*

Karthiyaini Devarajoo, PhD is an Associate Professor in the Department of Education in Infrastructure University Kuala Lumpur (IUKL). She teaches and supervises undergraduate and postgraduate students in the Faculty of Business Information and Human Sciences. *Email:* karthi@iukl.edu.my

REFERENCES

- Araneda, C. E. (2019). Applications of Dalcroze Philosophy to the Royal Conservatory of Music Curriculum of Piano Instruction. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699. <https://doi.org/10.1017/CBO9781107415324.004>
- Bei, W. (2017). Trace the source point and look for the far point based on the fulcrum The comparison and reference between Dalcroze and Kodai music education system. *Jiangsu Education Research*, 1673–9094, 68–71. <https://doi.org/10.13696/j.cnki.jer1673-9094.2017.28.016>
- Biejia, L. (2020). The importance of piano teaching in igniting and inheriting Chinese traditional music. *Music Education Forum*, 53(9), 1689–1699.
- Bing, H. (2016). Localization of three major international music teaching methods.
- Bingjie, M. (2020). An Analysis of the present situation of piano teaching in pre-school education of new curriculum. *Art Panorama*, 116–117.
- Biqiang, Z. (2019). The Cultivation of Creative Ability in Music Education -- A Case study of Orff's Music Teaching Method. *The North Music*, 200–201.
- Chao, L. (2020). Reflections on the Application of Flipped Classroom in Piano Teaching in Colleges and Universities. *Home Drama*, 1007–0125, 145–147.
- Dai, C. (2019). Preschool teachers in Shanghai, China: Re-service piano skill Development, perception of adequacy, and current instructional usage.
- Din. (2020). The development and extension of piano teaching in preschool Education major of higher vocational colleges. *The Mass of Literature and Art*, 24(1007–5828), 207–208. <https://doi.org/10.1145/1390630.1390641>
- He, Z. (2020). Analysis and Reform of piano Teaching in preschool education. *Northern Music*, 1002-767X, 150–151.
- Hong, L. (2020). Discussion on the present situation and Strategies of piano lesson teaching in preschool Education. *The Teaching of Literature and Art*, 2507(1), 218.
- Huan, J. (2019). Investigation and Research on the present Situation of piano teaching in preschool educa. 29(70), 129–130.
- Jian, L. (2021). Research on multi-level piano teaching of preschool education major in Higher Vocational Colleges. *Home Drama*, 1007–0125, 101–102.
- Jiang, M. (2020). Application of Orff Music Teaching Method in Piano Education of Preschool Education Major. 74–77. <https://doi.org/10.38007/proceedings.0000913>
- Jiashi, B. (2021). Research on the Current Situation and Countermeasures of Piano Teaching in Preschool Education. *Home Drama*.
- Jiawen, C. (2020). The application strategy of Dalcroze music Teaching method in piano teaching. 90. <https://doi.org/10.19340/j.cnki.hhzs.2020.09.088>
- Jin, L. (2019). Thoughts on the International Mainstream Music Teaching Methods Used in the Game-based Activities of Children's Music Education. 310(Iccese), 1062–1064. <https://doi.org/10.2991/iccese-19.2019.232>
- Jing, F. (2019). Application of Orff's bluster in the reform of piano teaching in preschool Education. *International Public Relations*, 100. <https://doi.org/10.16645/j.cnki.cn11-5281/c.2020.03.073>
- Jing, H. (2021). Reform and practice of online teaching mode of professional piano Lesson. *Journal of Kaifeng Vocational College of Culture & Art*, 2096–7853, 104–106.

- Jing, Zhang. (2019). On the development of ethnicized piano education in Guangxi Universities. *Song of the Yellow River*, 1004–6127, 90. <https://doi.org/10.19340/j.cnki.hhzs.2019.24.061>
- Jing, Zhao. (2019). Application of bravado training in piano teaching of preschool Education major in normal University. *Song of the Yellow River*, 1004–6127, 60–61. <https://doi.org/10.19340/j.cnki.hhzs.2019.03.040>
- Jingwen, Z. (2021). The role and path of college piano education in developing national music culture. *Music Life*, 0512–7920, 67–70.
- Jingxin, C. (2019). Research on the Collective Subject Teaching of Piano. *Etmhs*, 161–165. <https://doi.org/10.25236/etmhs.2019.034>
- Li. (2018). The Strategic Research on How Orff-Schulwerk be implemented in Music Theory for Preprimary Education.
- Li, J. (2017). The application of Dalcroze music Education method in piano teaching. *Northern Music*, 1002-767X, 182.
- Lili, D. (2020). On the enlightenment of Dalkross teaching method in piano teaching of preschool education in higher vocational colleges. *Northern Music*, 1002-767X, 191–192.
- Linyue, Z. (2020). A Brief analysis of piano teaching curriculum reform and innovation in preschool Education. *Science and Education BBS*, 21(5), 45. <https://doi.org/10.1155/2010/706872>
- Liu, H., & Li, N. (2019). Study on the Training Strategies of Professional Quality of Preschool Education Students. *310(Iccese)*, 1383–1385. <https://doi.org/10.2991/iccese-19.2019.306>
- Luo, J. (2018). Discussion on the Inheritance, Integration and Promotion of Chinese Traditional Folk Music Culture in College Piano Education. *Emba*, 120–123. <https://doi.org/10.2991/essd-18.2018.35>
- Mustapha, Z. D. and S. M. (2018). The Effect of Peer Review on English Writing Self-Efficacy among Chinese University Students. *Infrastructure University Kuala Lumpur Research Journal*, 2289–4144, 37–45.
- Mustapha, Z. D. and S. M. (2019). The Challenges in Training Pre Service Middle School English Teachers in China. *Infrastructure University Kuala Lumpur Research Journal*, 2289–4144, 107–114.
- Na, Z. (2021). Exploration of New Approaches to Piano Teaching in Colleges and Universities under the Background of Internet -- Comment on Innovative Research of Piano Teaching Mode under the Background of “Internet +.” *China Sciencepaper*, 2095–2783, 1037.
- Ni, D. (2019). Application of Orff Music Teaching Method in digital piano Collective course in higher vocational Colleges. *Journal of Hubei Open Vocational College*, 2096-711X, 133–135.
- Nie Rong. (2017). The practice and application of introducing posture rhythm teaching mode in piano teaching in normal universities.
- Ning, D. (2020). Analysis on the present situation of piano teaching in preschool Education major of higher vocational colleges. *Modern Music*, 1007–2233, 134–135.
- Nong Liying; Liao Chen. (2021). Practice research on pre-service training of preschool Education specialty based on OBE. *Journal of Changchun Normal University*, 2095–7602, 160–164.
- Penghong, C. (2019). The Impact of National Music on the Reform of Music Piano Teaching in Colleges and Universities from the Perspective of Cultural Inheritance. *Ietrc*, 219–223. <https://doi.org/10.25236/ietrc.2019.048>
- Qiondan, L. (2021). A study on the way of piano curriculum and curriculum Ideological and political integration in preschool Education Specialty. *Journal of Liaoning Teachers College(Social Sciences Edition)*, 1008–3898, 79–81.
- Ron, C. (2020). On the relationship and function between action and music in music education.
- Ru, C. (2019). Construction of Pre-school Education Course _ Piano Basis _ under the Background of Professional Certification.
- Saimin, V. K. and R. (2019). Challenges of Pre-Service Teachers During Teaching Practice: A Case Study. *Infrastructure University Kuala Lumpur Research Journal*, 2289–4144, 64–72.

- Sun. (2020). The application of Orff music teaching method in piano lessons of preschool education in Vocational Colleges.
- Tang Siyu. (2016). The 21st century basic music education practice turns to research.
- Tong, W. (2021a). Research on the application of piano micro-lessons in preschool Education major of Higher Vocational Colleges. *Da Guang(Forum)*, 2095–8250, 135–136.
- Tong, W. (2021b). The advanced arrangement of technique and knowledge in piano basic course of pre-school education major under the concept of “OBE.” *Home Drama*, 1007–0125.
- Wang. (2020a). Reform of piano teaching in preschool education based on employment demand. *North Music*, 1002-767X, 222–224.
- Wang, Q. (2020b). Problems and Countermeasures of Piano Teaching in Preschool Education Majors of Undergraduate Universities. *ICES*, 441–447. <https://doi.org/10.38007/proceedings.0000317>
- Wu, L., & Yang, Q. (2020). Reflection on the Application of Ethnic Piano Music in Piano Teaching in Colleges and Universities. *ICADCE*, 515(Icadce 2020), 310–314. <https://doi.org/10.2991/assehr.k.210106.060>
- Xiaomin, M. (2017). Zhang Xuemen’s Naive Normal course: Content and inspiration. *Course Education Research*, 2095–3089, 166–167.
- Xiaoxia, Z. (2017). The research and practice of Dalcroze teaching method in piano teaching. *Education and Teaching Forum*, 1674–9324, 190–191.
- Xin, T. (2018). Thoughts on body rhythm course of music education major in colleges and universities under dalcroze - Orff system. *Song of the Yellow River*, 1004–6127, 96–97.
- Xu, C. (2016). The enlightenment of Dalcroze teaching method to our country’s basic music education. *Higher Education Research*, 1007–0125, 212–213.
- Xueying, H. (2020). On the modular construction of playing and singing courses for preschool education majors in higher vocational colleges. *Song of the Yellow River*, 1004–6127, 101. <https://doi.org/10.19340/j.cnki.hhzs.2020.12.096>
- Yanxin, W. (2018). A preliminary Study on the present situation and reform path of piano education in Shanxi Normal universities.
- Yanyan, H. (2020). Research on Diversified Piano Teaching in Preschool Education of Higher Vocational Education. *Northern Music*, 1002-767X, 198–200.
- Yao, X. (2021). Practice research on the layered teaching of children’s song playing and singing in preschool Education specialty of Higher Vocational Education. *Journal of Jilin TV & Radio University*, 1008–7508, 40–42.
- Ying, Z. (2021). The application research of Orff music teaching method in preschool music education. *Popular Literature*, 1007–5828, 204–205.
- Yuan, D. (2019). The leading role of vocal music skills in preschool education professional playing and singing. *Modern Music*, 1007–2233, 48–49.
- Zhan. (2021). The Value Analysis of National Piano Works in Piano Teaching in Universities. *Higher Education Research*, 2096–4277, 48–49.
- Zhang. (2018). Application research of Orff teaching Method in piano lessons in Higher vocational colleges.
- Zhiwei, W. (2020). A Brief discussion on the present situation and reform strategy of piano course teaching in preschool education major of application-oriented universities. *Song of the Yellow River*, 1004–6127, 78–80. <https://doi.org/10.19340/j.cnki.hhzs.2020.18.039>
- Zhiyi, G. (2021). The practice of Orff music teaching method in piano group teaching of preschool education major. *Home Drama*, 1007–0125, 99–100.
- Ziwei, J. (2017). Application of Dalcroze Music Teaching method into college Piano Teaching. *Journal of Heihe University*, 1674–9499, 114–115.