

Enlightenment of Kodai Teaching Method in Piano Teaching of Preschool Education Major

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Abstract. The national policy pays more and more attention to quality education, and the enlightenment education as a music discipline has become very important. Among them, the piano learners are increasing day by day, not only to improve their playing skills, but also to carry out rich music theory knowledge training, and more need to be guided by scientific teaching methods. Kodai music teaching method has a unique advantage in this process, giving students free and individualized music development on the basis of enhancing their enjoyment of music, and more practical experience. Enhance children's learning ability. Through a brief analysis of the application of Kodai's music teaching method in piano enlightenment teaching, the author hopes to promote children's enthusiasm and initiative on the premise of enhancing their interest in piano learning.

Keywords: Kodai, pre-school piano teaching, auditory and singing training.

1. Introduction

Kodai's music teaching method is one of the three most influential music education systems in modern times. Kodai's teaching method is characterized by advanced teaching ideas, rich teaching content and scientific teaching methods. His education system is based on the early music education. Through the study of modern psychology, it has been proved that the age of 3-7 is the most important stage of music education, and it has a very important significance for people's life. During this period, the role of kindergarten teachers is irreplaceable. It is of great value in the initial stage of music development to provide a collective environment for children to create music, so that children can get music experience as soon as possible and develop music hearing. But for the students majoring in preschool education, most of them have no music foundation when they enter school. In order to make them love the piano, we should adopt many kinds of teaching methods in the ordinary classroom teaching, so as to lay a good foundation in the initial period, so as to improve their comprehensive music literacy. Such a learning process is also a kind of enjoyment, the music idea into the heart bit by bit, slowly nourishing the students'soul.

2. The Characteristics of Kodai's Music Teaching Method

2.1 Can Improve the Comprehensive Music Ability of Junior Students

Kodai's idea is clear. It is not suitable for students to learn musical instruments before they can read five lines of music smoothly and master basic rhythm exercises and solfeggio. The ability to read music requires special study and practice in order to master and apply the skills is not inherent, and piano learning is not only a technical exercise, but also a comprehensive form of art. It needs to mobilize and coordinate the various organs of the human body in order to play beautiful music. In the process of learning, the hands should master the skills of playing, the eyes should see clearly the specific pitch, rhythm and rhythm, the mouth should hum along with the playing melody, and the ears should listen carefully to whether the sound is correct and pleasant. Every organ works in concert to feel, experience and deduce music. In Kodai's music teaching method, we attach great importance to the role of singing games. We should learn singing before we confirm the teaching of musical instruments. This can help students achieve the foundation of various musical abilities. For example, music reading, rhythm playing, intonation and melody experience and singing are all necessary musical abilities for Piano learning. Through singing, learning to read music, beginners can get a

variety of musical experience, far more than daily pure piano practice. The singing here is not to train the voice, but to train the natural musical ability through this basic way, such as the ability to control the rhythm, the ability to analyze the music, the ability to coordinate the voice, the ability to create music and so on. These are also the comprehensive abilities necessary for Piano learning. For the students majoring in pre-school education, they have passed the best age of music education. At this time, we must choose the appropriate learning methods and find the right door to the music hall, in order to achieve twice the result with half the effort.

2.2 Can Bring Students' Creativity into Full Play Effectively

Children have improvisational music behavior when they are young, and they can compile some tones to hum when they play games. Once it is impeded by coercion, this creativity will be exhausted. That is to say, teachers need to know clearly how to discover, collect and utilize children's creativity, even young children, can also get obvious achievements. Kodai thought that singing belongs to the natural way of children's music learning and creation. When they hear songs, they will be stored in memory, and then recall and sing in a new way. This process is the basis of all music creation. However, one of the educational goals of modern music is to vigorously develop the improvisational creativity of children's music. In addition, there is no sound teaching method to develop children's Music Improvisation ability, so there is a very lack of creative music talents in our country, which hinders the development of music. As a kindergarten teacher, not only should he possess perfect music accomplishment, but also have keen observation and memory. He should discover and record every improvisation of his children. He should use these materials to expand and apply a little wisdom of his children to the daily music games, which not only enriches the teaching content, but also enhances the children's self-confidence. Kodai music teaching method for children, creativity is to find the rhythm and melody that can not be repeated, because children's ability is relatively limited, can not consciously and purposefully use music-related knowledge, but children generally use impromptu singing to express their inner feelings, so to a large extent to promote children's experience of music creation. So using singing to learn music can cultivate children's musical creativity, stimulate children's interest in music learning, and make full use of this creative ability. Teachers can lay a foundation for improvisational accompaniment and music creation by re-creating and adapting simple single-line music.

2.3 Promote the Development of National Music Culture

Kodai's educational thought holds that the first language that children come into contact with is their mother tongue, so it is necessary to learn their mother tongue of music, which refers to their own national music. Every country and nation in the world have its own special and solid artistic style. The origin of music comes from the folk. Folk music has developed into the present artistic music. Folk music can cultivate good interest. If each generation cannot inherit the traditional culture of the motherland, our history and culture will disappear in the near future. Art and culture cannot be automatically and intelligently preserved forever. Therefore, we need to do a good job in cultural continuity. Music can not only directly hit people's hearts and promote people's spiritual development, but also cannot be replaced by other courses. Therefore, for the beginners of piano, they need to contact with some local piano works. Learning this music can cultivate national music consciousness. The rhythm and melody of many national music in our country are easy for beginners to learn and master, and many of them are piano works adapted from nursery rhymes and folk songs. In teaching, we try to choose as many contents of national music as possible to implement teaching. Learning, for students in their future work posts, can also incorporate this subtle vocabulary of national music into children's music activities, not only easy to accept, but also cultivate children's love for national music, laying the foundation for future Chinese music creation.

3. The Application of Kodai Teaching Method in Piano Enlightenment Teaching

3.1 Give Full Play to the Initial Guiding Role of National Music

Kodai's teaching method emphasizes that only the best is the most suitable for young children. Teaching materials should not only possess high artistry, but also be constructed on the premise of inheriting national culture. In the growth period of children, the first contact is mother tongue, which is the easiest language to understand and accept. It enables students to learn other national music faster, better and more widely on the basis of mother tongue music learning, forming a complete musical thinking. Therefore, it will be more acceptable for children to use their mother tongue or folk songs and ballads as introductory textbooks for children's music learning. Although piano music originated from the West, there are many piano works in China, such as "Shepherd's Piccolo", "Feb. Lai", "Spring Dance", "Da Lianxiang", "Chasing the Moon with Colorful Clouds" and "Flower Drum" and many other representative works of local music in China have a very long history. Piano works suitable for beginners are very rich, including piano music adapted from children's songs and ballads, such as "Luhua cock" and "Frog Dance". The students of preschool education can not only master the melody easily and practice it easily, but also applies it to the daily teaching of kindergartens in the future.

3.2 Singing Training to Train Students' Musical Imagination

Children's singing is the most important skill for students majoring in preschool education. Taking singing as the main means of music education is an important feature of Kodai music teaching. Students' inner hearing cannot be developed and it is difficult to form real music unless the imagination and feeling of notes are first generated from their singing, and only rely on vision to read the music, or move their arms mechanically according to the music. However, singing can naturally produce a sense of notes, especially in children's singing, without the intentional control of internal muscles as in playing musical instruments. Singing can enable students to learn in the most natural and relaxed state. Singing is a born skill. Let students learn to sing first and then play, then music will melt into their hearts and experience the beauty and fun of music. Let children learn to sing first, it is precisely in order to let children later can use the piano to express their inner singing [2]. Singing enables students to approach music in a natural and pleasant way that they like. In singing, the length, height, rhythm and the melody and characteristics of the song can make students get the feeling of music. Piano practice is to use the piano to sing, and our collective piano teaching is equivalent to chorus, especially when playing polyphonic music, we can practice in groups, such as group A playing tenor melody, group B singing bass melody, such playing forms not only have the integration of the piano sound, but also the integration of different voice parts; students will distinguish themselves from each other in the process of playing. The difference between the voices of others and the effect of harmony can also be heard. It not only trains the ears to hear, but also enhances the musical imagination.

3.3 Auditory Training to Cultivate Students' Musical Perception

Music belongs to sound art and is also called auditory art. Only by integrating music into people's hearts through hearing can creative music be produced, which is the right way to learn music. Early childhood is a golden period of rapid development of auditory ability, and auditory training is also a kind of training of thinking response. In this period, auditory training is very important for music teaching in the future. In the process of piano teaching, auditory ability is also very important. It is the basic requirement of training students' perception of music, such as melody, intensity, timbre, speed and so on. In music teaching of preschool education, auditory training is closely related to singing activities, and all kinds of music skills learning are based on this foundation. Therefore, auditory training should be carried out in conjunction with singing games. In the recognition of pitch, not only through language description, but also through body movements, they can express their recognition of pitch; in the recognition of tone strength, we can compare the practice of playing and

singing through teachers' language description, demonstration, practice and different strength; in the process of tone recognition, different voices are formed through the process of tone recognition. Different pronunciations are specific, such as the sound of object knocking, human voice and natural voice. However, the sound production is related to the specific trajectory of the object. For preschool children, they use sound media to acquire material experience and knowledge. They can generally recognize sound information without visual signals and only use hearing. In the cultivation of inner hearing, inner hearing is an auditory impression that exists in the mind. Even if there is no sound input, the sound effect still exists. The most important precondition of inner hearing is that it has the memory of the past music experience. Another condition is that it needs creative auditory imagination to produce new melody, new harmony, and even a more complete music creation. Especially when learning improvisational accompaniment, what melody sounds accompanied by what accompaniment harmony, all depend on a perception ability of inner hearing, so as to have the ability to regulate the performance effect. Therefore, the cultivation of listening to music must guide students to explore and pay attention to listening to their inner voice, so that the inner music can be produced before the formation of skills and movements, and can be remembered in the heart, leaving a deep memory in the heart.

4. Conclusion

In the learning stage of piano enlightenment for students majoring in preschool education, Kodai music teaching method can not only change the traditional music teaching mode in the past, but also provide students with general learning ability with broader learning opportunities, so that they will have a deep interest in learning music after entering the music hall and appreciating the infinite charm of music, thereby promoting their music learning. Ability, emotional thinking ability, and the improvement of musical melody perception ability enable them to achieve the comprehensive development of musical literacy in piano enlightenment teaching.

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