

Exploration and Analysis on the Current Situation of Teaching Course of "Impromptu Accompaniment to Children's Songs"

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ABSTRACT

"Impromptu Accompaniment to Children's Songs" is one of the professional courses in the preschool education curriculum system in colleges and universities, and also a highly comprehensive subject in terms of subject content. The teaching contents include keyboard playing, song accompaniment practice courses, as well as theoretical courses such as music theory, harmony, and musical form analysis. Commonly, the course of "Impromptu Accompaniment to Children's Songs" has only taken one academic year. When the class time is short and the teaching plan is fixed, there are some contradictory problems in the teaching. This paper summarizes the current situation this course teaching on CNKI, and conducts a certain analysis with the actual problems encountered in the teaching as a starting point.

Keywords: Children's songs, Impromptu accompaniment, Music education.

1. INTRODUCTION

Music education has increasingly become an indispensable part, and it is indisputable for children. Children receive music education mostly from learning to sing children's songs. Therefore, for today's preschool teachers, playing children's songs and creating accompaniments to various children's songs have become necessary skills. The course of "Impromptu Accompaniment to Children's Songs" in the preschool education aims to cultivate children's song accompaniment ability of preschool teachers and train music teachers for children's music education. [1]

According to CNKI, there are 11 documents on the curriculum reform of "Impromptu Accompaniment to Children's Songs" in preschool education from 2012 to 2020, [2]-[12] with 7 documents in 2019 and 2020. [2]-[8] The curriculum of "Impromptu Accompaniment to Children's Songs" in preschool education majors in recent three years can be seen.

2. TEACHING STATUS OF "IMPROMPTU ACCOMPANIMENT TO CHILDREN'S SONGS"

Based on the data of curriculum reform of "Impromptu Accompaniment to Children's Songs" from 2012 to 2020, the author summarizes the commonalities of curriculum teaching problems as the follows.

First, the relationship between theory and practice in class is not close. Although children's song playing is a practical course, its theoretical knowledge cannot be ignored. It is easy for teachers to focus on the theory in classroom teaching, but there is no practical training for theory.

Second, the curriculum system is irrational. [3] Generally speaking, children's song playing class takes 64 class hours, and the practice is very compact. Students' mastery of music foundation is weak, and the teaching goal is difficult to complete.

Third, the content of some textbooks is imperfect, which affects students' understanding of theoretical knowledge. The teaching material of

"Impromptu Accompaniment to Children's Songs" has imperfect characteristics.

Fourth, the basis of students is uneven, [4] and the interest of students with poor foundation is weak. College enrollment is not bi-directional. Students choose their majors. There are some students who have the foundation and some who don't have foundation, which affects the overall progress of the teaching.

In the case that the curriculum teaching system cannot be solved temporarily, the author puts forward some opinions for reference.

3. ANALYSIS AND DISCUSSION ON CURRENT SITUATION OF TEACHING

3.1 Closing Connection Between Curriculum Theory and Practice and Improving Pertinence and Teaching Efficiency

As mentioned above, "Impromptu Accompaniment to Children's Songs" is a course that needs the guidance of basic music theory, but more needs the support of playing practice. Due to the complexity of "Impromptu Accompaniment to Children's Songs", both theoretical knowledge and practical experience are very important, and there is a strong connection between various knowledge points. If the basic music theoretical knowledge of students is vague, there is no way for them to accurately recognize the music score; if students don't master certain harmony principles, they won't make good use of chords for orchestration; if students know a little about musical form analysis, they can't solve the termination in the music score. Therefore, as the planners of subject knowledge, teachers should make appropriate arrangements for the allocation of theoretical and practical class hours. [5]

For teachers, it is necessary to summarize the knowledge points in the course. First, it is required to clarify the basic teaching knowledge points of this course:

- Basic musical knowledge: knowing piano keyboard, rhythm, music mark, notation method, time signature, chord in situ and transposition, natural major and minor, modal scale and transposition.

- Simple harmony and musical form analysis: the function of harmony and the method of musical form analysis.
- Practice of basic piano skills: correct sitting posture, correct measures of the key touching and key pressing, scale playing in major and minor, legato, non-legato and skip playing methods.
- Music literacy: understanding of music emotion.

After clarifying the knowledge points, the different knowledge points of theoretical and practical courses are clearly displayed. This course focuses on practice, so theory cannot be separated from practice. It is necessary to effectively combine the theoretical knowledge points of this course with practical skills. For students, the knowledge points learned are mainly applied to playing. Through theoretical explanation and practical playing content, it is very important to train the skills around the knowledge points. For example, to explain the original position and transposition of triads, the teaching method of explaining while practicing on the keyboard at the same time can be adopted. With the combination of practice with theory, students can quickly accept the abstraction of theoretical knowledge, so as to achieve efficient teaching.

At the same time, teachers should also start from the actual situation of students. Some students are more dependent on theoretical understanding, and some students prefer to practice. At this time, teachers should give appropriate guidance to students who rely on theoretical understanding, because theoretical knowledge will eventually be applied to practice. Finally, the purpose of reverse understanding of theory can be achieved through practice.

The theory and practice of "Impromptu Accompaniment to Children's Songs" complement each other. The foundation of music theory is not solid, so it is difficult to continue to promote teaching, and students can not fully interpret and play music scores. If students don't carry out enough practice, they can't accurately interpret the theory they learned.

3.2 Breaking the Unreasonable Barrier of the Curriculum System with the Use of Online and Offline Teaching Mode

In colleges and universities with pre-school education majors, most students majoring in pre-

school education do not receive any music education. They have neither music theoretical basis nor piano playing basis. In addition, the class hours of "Impromptu Accompaniment to Children's Songs" are limited. Generally, the class hours shall be one academic year. This is a great test for both teachers and students. The irrationality of the curriculum system will delay teachers' teaching progress and affect students' ability to understand and absorb knowledge and the stability of skill training. Also, teachers fail to complete the teaching plan and training objectives.

In addition to learning the professional knowledge of preschool education, the major of preschool education also has courses such as vocal music, dance and art. Therefore, the diversity of courses determines that the learning time of "Impromptu Accompaniment to Children's Songs" is relatively compact. When teachers cannot solve the curriculum system of "Impromptu Accompaniment to Children's Songs" in colleges and universities, the author believes that online and offline teaching mode should be adopted. In offline classes, teachers can record class videos and share them with students, so as to help students review and solve problems. At the same time, teachers can use online time to guide students to practice piano. By extending the offline teaching time, students' forgetting of knowledge points can be alleviated and problems in practice can be solved.

From 2020 to 2021, the author will adopt the way of online teaching, video recording and offline comments. On the one hand, students can review the knowledge points in class and replay the teacher's demonstration; On the other hand, under the supervision of this way, students can actively practice the piano and have classes on time. Also, teachers can save time for class inspection and homework, which significantly improves teaching efficiency.

Nowadays, the combination of online teaching mode and offline teaching mode has become the general trend of modern education. Teachers use we-media and other means to conduct online recording and offline counseling, which plays a good auxiliary role for students to review knowledge points, supplement deficiencies in online classes, and complete homework efficiently.

3.3 Teachers Should Master the Key Points of Teaching, Give Full Play to the Subjective Initiative and Integrate Teaching Materials

The teaching material of "Impromptu Accompaniment to Children's Songs" is imperfect. For students with poor foundation, it is required to use a reasonable teaching plan and carry out step-by-step teaching content. After the class preview, the problems encountered in classroom teaching will be reduced and the practical efficiency will be improved.

Some colleges and universities use the material with children's song accompaniment, and some colleges and universities use material with piano accompaniment. The former with well-arranged chords in the textbook will help students who have no foundation to play children's songs, but will make students have a certain dependence. And the latter is difficult for children to play children's song accompaniment. At present, when there is no way to change the teaching materials, teachers can give full play to their subjective initiative and actively select the advantages and disadvantages of the teaching materials for their own use.

For the textbook of children's songs with accompaniment, teachers need to find out the teaching focus of this course: "children's songs improvisation accompaniment" focuses on mastering the method of "improvisation accompaniment". As the saying goes, "teaching people to fish is better than giving people fish". The impromptu accompaniment of this course is "fishing skill", [6] which can help students arrange accompaniment to any unfamiliar children's songs. Although there are arranged examples of chord score in the textbook, students can not just copy and play according to the examples. Teachers guide students to find rules in the chords arranged in the teaching materials and apply them to unaccompanied children's songs, which is the knowledge that students really need to master after learning this course. Teachers can guide students to know the music score first, play accompanied children's songs, summarize the methods of chord application through practice, and then learn to prepare better chords for the same children's song. For piano impromptu accompaniment teaching materials with high difficulty, teachers should teach the contents of the teaching materials step by step according to the basis of students in combination with the characteristics of children's songs. At the same time, teachers need to combine the

characteristics of the subject and select appropriate children's songs as exercises.

By integrating the existing teaching materials of "Impromptu Accompaniment to Children's Songs", teachers select suitable and effective teaching materials according to the actual situation of students, and finally integrate them into teaching courseware. In teaching, the author integrated two textbooks, namely, "Playing and Singing of Children's Songs" published by Shanghai Conservatory of Music and "Piano and Piano Accompaniment of Children's Songs" published by Tsinghua University. The former is a set of children's songs. And the latter one covers the basic knowledge of piano playing, the method of accompaniment to children's songs, as well as the comprehensive score and self-accompaniment. Obviously, the content of the latter is more comprehensive and detailed, but the score of the former children's songs is worth learning. The combination of the two teaching materials broadens the diversity of children's songs, and also provides more practice as a reference for students to compile chords.

3.4 Using Positive Arrangement of Popular Children's Songs on the Internet to Enhance Students' Interest

With the development of music modernization, the form and genre of children's songs are also changing, such as the network popular children's songs in recent years: "Baby, Baby", "Little Jumping Frog", "Hemerocallis fulva", "Listen to me thank You", "You look good when you smile" and so on. Not only children are familiar with it, but also adults sing catchy. Compared with traditional children's songs, these popular children's songs will use more auxiliary triads. When teachers teach auxiliary triads, they can arrange the practice of compiling popular children's songs. Students will have a sense of freshness and will be more interested in learning the auxiliary triad. At the same time, if the teaching time and students' own basis allow, students will be led to learn the application of seven chords in the chord arrangement of popular children's songs and feel the charm of chord correlation and unity.

In the teaching process, teachers should properly understand the weak period of students' learning, try to use other fresh knowledge points to divert part of the attention of the weak period, animate classroom atmosphere, and restore students' interest in learning. In the teaching

practice, the author found that when students play popular works, learning interest is stronger. It is suggested to use the study and training of popular children's songs on the network to buffer students from the "aesthetic fatigue" of traditional children's songs.

The prospect of the curriculum system of "Impromptu Accompaniment to Children's Songs"

"Preschool education is one of the majors with a high employment rate, which is almost in short supply. This is not due to that the society lacks preschool teachers, but because the society lacks high-quality preschool teachers." ¹ For music teachers in preschool education, this is even more true. The schools don't lack music teachers, but lack teachers with high musical literacy. Children's songs play an important role in the cultivation of children's aesthetic appreciation and sentiment, and teachers' understanding and aesthetic appreciation of music directly affect children.

4. CONCLUSION

Therefore, it is hoped that colleges and universities will pay more attention to the course of "Impromptu Accompaniment to Children's Songs", and arrange appropriate courses related to music theory, harmony form, music aesthetics, etc. People of insight in the field of education compile scientific, extensive and in-depth teaching materials. At the same time, students who choose preschool education have accurate cognition of this course, improve the requirements, and reserve more "nourishment" for the flowers of the motherland.

AUTHORS' CONTRIBUTIONS

This paper is independently completed by Jing Fan.

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