

## Application of Emotional Teaching in Piano Teaching

Yi Lei

Sichuan Vocational and Technical College, Suining, Sichuan, China

**Keywords:** emotional teaching; piano teaching; use direction

**Abstract:** Aiming at the problems existing in Piano Teaching of preschool education specialty, through teacher-student communication and emotional teaching, help children establish a good learning attitude and actively carry out learning. Combined with teaching practice, the author analyzes the existing main problems in preschool education piano teaching and the significance of emotional teaching in preschool education piano teaching, and makes an in-depth study on the application of emotional teaching in preschool education piano teaching, in order to help children effectively improve their piano level and promote their long-term development.

### 1. Introduction

The body and mind of preschool children are still in the embryonic stage, and their ability to distinguish, judge and identify things is slightly insufficient. It can be said that the teaching measures and teaching ideas adopted at this stage often have a vital impact on the future growth and development of preschool children. According to the current teaching situation, preschool education teachers, in strict accordance with the requirements of the Ministry of education, constantly implement the concept of quality education, improve children's professional quality, and make overall planning and reasonable analysis of teaching problems from many aspects, so as to provide guarantee for improving the quality and efficiency of classroom teaching.

### 2. Significance of Emotional Teaching in Preschool Piano Teaching

#### 2.1. Improving the effect of preschool Piano Teaching

The ability of emotion regulation determines the full play of children's piano performance level(2018,Li Hong). In piano teaching, the cultivation of emotional regulation ability is very important. The regulation of most children's playing emotions needs to be completed by piano teachers in teaching practice. It organically combines performance skills with the cultivation of emotion, so that emotion runs through piano teaching activities, so as to complete the artistic creation of piano performance. Integrate emotional teaching into preschool piano courses, make full use of the power, signal and infection functions of emotion, so as to stimulate children's positive and healthy emotions, and enable children to learn the basic knowledge and skills of piano performance in a relaxed and pleasant atmosphere, which is conducive to improving the effect of piano teaching.

#### 2.2. Promoting the teacher-pupil relationship in preschool Piano Education

Piano teaching is very different from the teaching of other subjects. It requires teachers and children to complete it together in an excited and positive state, which requires a harmonious relationship between teachers and children. The implementation of emotional teaching in piano teaching is the common requirement of teachers and children. Teachers can better adjust children's psychological state through emotional motivation. children are in good mood and can better control the piano to achieve the best piano sound effect. In addition, this emotional teaching can make the relationship between teachers and children more harmonious. In the process of piano learning, children can maintain their interest and enthusiasm, devote themselves to teachers' piano teaching, and effectively promote children's piano learning.

### 3. Principles of Emotional Teaching in Preschool Piano Teaching

In order to really use the emotional teaching mode in preschool piano teaching, teachers should not only recognize the importance of the emotional teaching mode, but also fully understand the principles of the emotional teaching mode in preschool piano teaching. The specific discussion is as follows, with tables attached, as shown in Table 1:

Table 1 Principles and effects.

Emotional teaching principles	Effect and function
Entertaining	Mobilizing children's enthusiasm and interest in piano learning
Creativeness	Developing children's creative thinking
Encouraging	Giving children encouragement and praise, meet their emotional needs, and make them like piano lessons imperceptibly
Heuristic	Driving children's learning initiative

#### 3.1. Entertaining

Playing is the nature of preschool children. One of the principles of emotional teaching is to follow children's nature and stimulate children's interest in learning piano from nature. In any subject, learning interest is the best teacher, and preschool children are no exception. Therefore, when using emotional teaching in children's piano teaching, teachers should grasp this principle and make full use of children's playfulness. This requires teachers not to carry out teaching plans and classroom activities with the psychological characteristics of adults or older children. Based on the psychological characteristics of preschool children, formulate some practical teaching plans or classroom activities that can attract the interest of preschool children.

#### 3.2. Creativeness

In the process of emotional teaching, teachers should pay attention to developing the intelligence of preschool children. They should not only teach piano performance and music knowledge, but also inspire children's thinking ability, encourage them to think hard and think more, guide children to analyze music content, and avoid using indoctrination teaching methods or requiring children to play music in the way of teachers. Preschool children are in a period of rich imagination and free thinking. In the unified piano teaching, teachers can not ignore the personality characteristics of each child in the classroom and teach students according to their aptitude as much as possible, which is conducive to the construction of children's creative thinking.

#### 3.3. Encouraging

Piano teachers should understand and respect the psychological characteristics of preschool children. At this time, the children's emotional world is extremely rich and changeable. Therefore, teachers should pay close attention to their emotions when teaching in class or observing children finish their homework after class. If children are found impatient or even disgusted in classroom teaching, appropriate measures should be taken to appease them in time. In particular, we should avoid some inappropriate words and deeds to attack children's enthusiasm. Teachers should use more encouraging and positive language or physical behavior to let children feel the teacher's praise and appreciation, meet their emotional needs, and unconsciously like the piano course.

#### 3.4. Heuristic

Enlightenment means that in the process of children's piano teaching, teachers mobilize students' enthusiasm and stimulate students' interest in learning piano through a variety of teaching methods. This characteristic requires teachers to change their ideas, take students as the main body of classroom teaching, pay attention to the psychological characteristics of preschool children, treat students in the classroom from a personalized perspective, and take various changes to mobilize

students' enthusiasm in the classroom. Encourage students to think by themselves when they encounter problems, try to solve problems by themselves, and then turn to teachers on the premise that they can't solve problems by themselves. For children at this stage, heuristic teaching method is more conducive to meet their curiosity and create a more harmonious relationship between teachers and students.

#### **4. Application of Emotional Teaching in Piano Teaching in Preschool Education**

According to the feedback of piano teaching in preschool education, some classroom teaching effects do not achieve the expected results, especially in emotional teaching. The main reasons are as follows:

First, some preschool education children can not master the application principles and requirements of emotional teaching methods, are not proficient in relevant professional knowledge and skills, and can not achieve the ideal classroom effect, resulting in the failure of classroom teaching to proceed smoothly according to the expected objectives and delaying the teaching progress. For example, in the process of classroom teaching, they do not establish a good interactive relationship with children, and do not set aside enough time for children to digest and understand. There are also problems in cramming teaching.

Second, children majoring in preschool education do not fully respect the dominant position of children. Most importantly, children majoring in preschool education lack emotional motivation, can not really integrate their children into the piano playing process, and the atmosphere created in the classroom is not effective.

Third, children's basic knowledge is poor, and few children study piano systematically. children lack professional knowledge of music, can not master piano skills well, do not pay attention to piano learning, it is difficult to have emotional resonance. When teachers carry out emotional teaching, children's listening effect is poor, which has a negative impact on emotional teaching.

Fourth, pay insufficient attention to preschool piano teaching. Most preschool education mainly focuses on arithmetic, literacy and English teaching, rather than music teaching. Therefore, many children still have little understanding of piano, let alone the level of piano emotional teaching. These problems not only restrict the development of piano teaching, but also attack children's learning enthusiasm. Therefore, we must adopt appropriate and scientific teaching methods instead of blind preaching, which will make piano emotional teaching more difficult and have a negative impact on teaching. We should improve the social and school understanding of piano teaching, actively mobilize children's enthusiasm, grasp children's emotion, motivate children with gentle and patient language, and achieve the goal of emotional teaching.

#### **5. Application Measures of Emotional Teaching in Piano Teaching in Preschool Education**

Establish a harmonious and friendly interactive relationship between teachers and children to improve the effect of piano teaching(2019,Zhang Haibo). In order to ensure the expected effect of piano teaching, preschool children should build a harmonious and friendly interactive relationship between teachers and children in strict accordance with the principles and methods of emotional teaching. In the daily teaching process, we should strengthen the emotional communication with children, understand the current learning dynamics of children, and timely solve the problems existing in the process of children's piano learning. At the same time, in view of the poor learning effect of children, children should be encouraged to actively participate in piano learning. In addition, we should respect the law of children's physical and mental development and plan and analyze piano teaching from many aspects. Because children's music rhythm and spectrum recognition ability are weak, there are many obstacles in piano learning. In order to overcome children's fear of difficulties, preschool teachers should scientifically set teaching objectives according to the piano teaching content, let children integrate into the piano emotional teaching atmosphere and improve children's learning enthusiasm(As shown in Figure 1 and 2).



Figure 1 and 2 Students immersed in piano class.

Teachers should help children establish good learning motivation and cultivate their core music literacy. Generally speaking, children majoring in preschool education should actively establish the teaching objectives of the class in combination with the melody style, genre and timbre of the music works of the class. At the same time, it can also combine the intonation, speed and other factors of music works to express the thought, emotion and connotation of piano works. In view of this, preschool education children can appropriately simplify the learning content to ensure that children can effectively understand and Master Piano knowledge.

Teachers should constantly enrich teaching contents and methods to achieve the teaching goal of teaching in fun. In the process of arranging piano teaching contents, children can choose reasonable practice tracks according to children's skill level and learning ability at different stages, such as high-awareness steel piano tracks. Active participation in classroom learning can make children play actively and improve their enthusiasm. It should be pointed out that under the influence of emotional atmosphere, we should try our best to improve the effect of classroom teaching and achieve the teaching goal of teaching in fun.

Teachers should guide children to establish a correct learning attitude and strengthen emotional connection. Correct and positive learning attitude and optimistic learning attitude are important factors to promote children's learning. In teaching, we should also pay attention to cultivating children's learning attitude. In piano teaching, let children feel the satisfaction and happiness of learning, positively evaluate children with appropriate teaching methods and teaching language, enhance children's self-confidence, shorten the distance between children and children with encouraging and forward-looking language evaluation, and strengthen the emotional connection with children. At the same time, we should pay attention to the cultivation of children's will quality. Teachers should not use too high and too strict requirements to make children feel that their ability is not good, resulting in a sense of inferiority and withdrawal.

## 6. Conclusion

In short, in view of the importance of emotional teaching, it is suggested that preschool education students always adhere to the concept of "taking children as the main body" in the future teaching process, clarify the significance of emotional teaching classroom construction, run emotional teaching through all links of teaching, and give full play to the advantages of emotional teaching to the greatest extent. At the same time, make overall planning and reasonable deployment for children's piano learning process from many aspects to ensure children's subject status and subjective initiative.

## References

- [1] Li Hong. *Discussion on emotional teaching of piano teaching in preschool education*. [J] Northern music, 2018, 38(03): 156-157.
- [2] Zhang Haibo. *Research on emotional teaching in Piano Teaching in preschool education*. [J] Drama House, 2019, (32): 173.