

# Emotional Teaching in Piano Teaching for Preschool Education Major

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**Abstract:** Emotional teaching is a teaching method that requires teachers to incorporate emotions into the future teaching process. By improving the methods and concepts of class learning, it is mainly to provide a basic guarantee for the learning effect and teaching quality in piano teaching. If the teacher it seizes the dominant position of students to teach students, does not use teaching strategies and corresponding methods, but only emphasizes the mastery of relevant skills, which limits the training of students, and it is difficult to cultivate talents with strong comprehensive qualities. Emphasis is placed on the communication and teaching of emotions, and students are required to practice music scores based on emotions, which will have a positive effect on students' learning.

**Keywords:** Quality Education; Piano Teaching; Emotional Teaching

Everyone can clearly realize that emotional teaching plays an important role in education. In the traditional teaching, the piano teacher of the preschool education major simply teaches the students the basic knowledge of playing music, and then checks the students' learning achievements in the classroom, and evaluates and corrects the music played by the students. However, the current education situation has changed. The Ministry of Education has clear requirements for relevant teaching. Teachers must implement and adhere to the concept of quality education. According to the requirements of the Ministry of Education, students should be trained to improve the professional quality of students. Reasonable analysis and comprehensive planning of teaching issues.

## 1. The role of emotional teaching in piano teaching for preschool education majors

### 1.1 Improve teaching effect

The mastery of piano skills and the ability of students to adjust their emotions will inevitably affect students' piano performance, so these two are the focus of training in piano teaching. Piano teachers should be able to organize sensory and emotional training by practicing piano performance skills, and conduct emotional training throughout the piano learning activities, and develop piano performance art on this basis. Emotional teaching can make full use of the infectiousness of emotion in piano teaching, to guide students to integrate into the work, and stimulate their positive emotions. Students learning in a pleasant learning atmosphere can achieve the purpose of improving the efficiency of piano teaching.

### 1.2 Cultivate a good teacher-student relationship

Emotional teaching requires the joint efforts of teachers and students. In realistic and specific classroom teaching, teachers can use emotional inspiration to help students adjust their mental state, so that students can better control their emotions and not be affected by the outside world. Let the performance of students reach a more satisfactory effect. A better student's learning effect will also make the teacher satisfied. It is an affirmation of the teacher's teaching method, and the reaction and classroom

teaching will make the classroom atmosphere more comfortable and harmonious, forming a virtuous circle. In this way, it is not difficult to see that the harmonious teacher-student relationship is greatly affected by emotional teaching to a certain extent, and emotional teaching can enhance students' involvement in piano learning.

### **1.3 Build up student self-confidence**

The meaning of emotional teaching is that teachers use appropriate learning methods to awaken the inner emotions of students to meet their emotional needs, and then be able to devote themselves to learning in a better state. When students have good and positive emotions, they can study happily, which effectively improves the efficiency of piano teaching. Therefore, teachers need to effectively regulate students' emotions in piano learning and promote the continued development of piano teaching. The students majoring in pre-school education do not have a systematic understanding of music theory. They follow the goals set by the teacher. The student's learning arrangement is completely in the hands of the teacher, and the students just follow the teacher's instructions to learn. In this passive situation, students will of course feel nervous and frustrated, which will affect the effectiveness of piano teaching. Teachers who want to create a harmonious and democratic atmosphere need to put students in a dominant position, consider their feelings, reduce students' pressure, and let students gain self-confidence, thereby effectively improving students' piano performance.

## **2. The problems faced by emotional teaching in piano teaching of preschool education majors**

At present, some of the effects of piano teaching in preschool education have not reached the expected results, especially in emotional teaching. The main reasons are as follows: First, some teachers who teach piano to preschool students about emotional teaching in sufficient mastery of the relevant knowledge and professional theory of the method, and unskilled relevant professional skills, so that there is no way to achieve the desired teaching effect, which delays the progress of the teaching, the teaching work has not stalled due to some reasons, and can't proceed smoothly according to the original goal. For example, in the classroom learning process, teachers and students did not interact well to establish a good teacher-student relationship, and did not allocate enough time for students to fully understand; Second, many piano teachers did not fully respect the leadership of students status, ignoring students' emotions. Because teachers lack the ability to inspire students' emotions, so that students cannot fully participate in the piano playing process, the atmosphere created in the classroom is naturally not good; Third, because many preschool education majors do not if they have studied piano, they have not accepted systematic piano teaching and learning, which results in poor basic knowledge of these students and lack of professional knowledge in music. If they have not focused on learning piano, it will make it difficult to generate emotional resonance. When teachers perform emotional teaching, they have minimal impact on the teaching effect of students, which has negative emotions on emotional teaching; Fourth, piano teaching has not been paid attention to in preschool education majors, and most of the education of this major will focus on. In professional teaching, the attention to art is relatively small, which has created a situation where many pre-school education majors do not understand the most basic operation of the piano, let alone the emotional teaching level of piano. Based on these problems, piano teachers must learn correct and scientific teaching methods to guide students, put students in a dominant position, and conduct emotional teaching instead of boringly explaining knowledge and skills, inspiring students to learn enthusiasm and patiently guiding students to achieve the goal of emotional learning.

## **3. Emotional teaching methods in piano teaching for preschool education majors**

### **3.1 Cultivate a positive attitude**

A positive learning attitude is important for learning everything, and piano learning is no exception. For most students majoring in preschool education, many students are still lacking in the basic literacy of piano learning such as the sense of musical rhythm and the ability to read music scores to a large extent, so that it is very difficult to learn piano. In this case, students will definitely have different negative psychology. A positive learning attitude and a healthy attitude are important factors to promote students' learning, and we must pay attention to cultivating students' learning attitude. In piano teaching, let students have a sense of satisfaction and fun in learning, use appropriate teaching methods and language learning to

actively motivate students, improve students' enthusiasm, make them full of confidence, narrow the distance with students, and establish emotional connections with students. At the same time, we must also pay attention to cultivating the quality and quality of students.

### **3.2 Diversified teaching methods**

In piano teaching, teachers should master and use different teaching methods to make piano teaching more interesting. For example, combining the style, type and rhythm of the musical works taught in this class, the content of the lecture is explained by changing the tone, speech speed, body language, etc. The combination of body language and language teaching makes the teaching more vivid and adjusts the classroom atmosphere. Make the emotions in the music works be felt by the students. In piano teaching, there are a lot of complicated and boring piano theory knowledge, which is difficult for students who have no relevant foundation to learn about preschool education. Teachers can appropriately promote the simplification of these knowledge content in specific teaching to make the standard. And academic theoretical knowledge is easier to understand, improving students' piano performance skills and knowledge. In the process of arranging piano learning content, teachers can choose reasonable and practical repertoires based on factors such as the proficiency and learning ability of preschool education students at each stage of learning. This can enable students to learn actively and enhance their willingness to actively participate in classroom learning. It should be pointed out that under the influence of the emotional atmosphere, we should strive to improve the effectiveness of classroom teaching and achieve the goals of teaching fun and teaching.

### **3.3 Carry out modern teaching**

In order to strengthen the relationship and communication between teachers and students, and overcome the barriers between teachers and students, modern education technology can be used by teachers to teach and create special situations that can attract students. In piano teaching, starting from the theory that students are familiar with, emotional teaching aims to awaken students' feelings. In addition, teachers use relevant videos, audios, or explain the background of music works by themselves, which not only enriches the teaching, but also expands the students' horizons. In the teaching process, the teacher needs to substitute himself into it, experience the feelings and emotions of the author, and show the students the true feelings. With the help of multilingual rendering, students can deeply experience the feelings of writers in specific situations, explain the emotional atmosphere of music works, and enable students to truly experience different emotions through different ways of playing. In this kind of teaching, students can not only accurately learn the emotions of piano music works, but also can effectively improve their analytical and thinking abilities.

## **4. Conclusion**

In classroom teaching, teachers should fully understand the correlation between emotion and cognition, bring emotional education into daily teaching work, and actively organize emotional and conscious teaching. When teaching piano to students majoring in education during the semester, teachers should control their emotions throughout the learning process, help students to perform piano performance in a good emotional state, cultivate students' interest in piano learning, and form independent learning ability have a positive attitude.

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